





## LEGEND

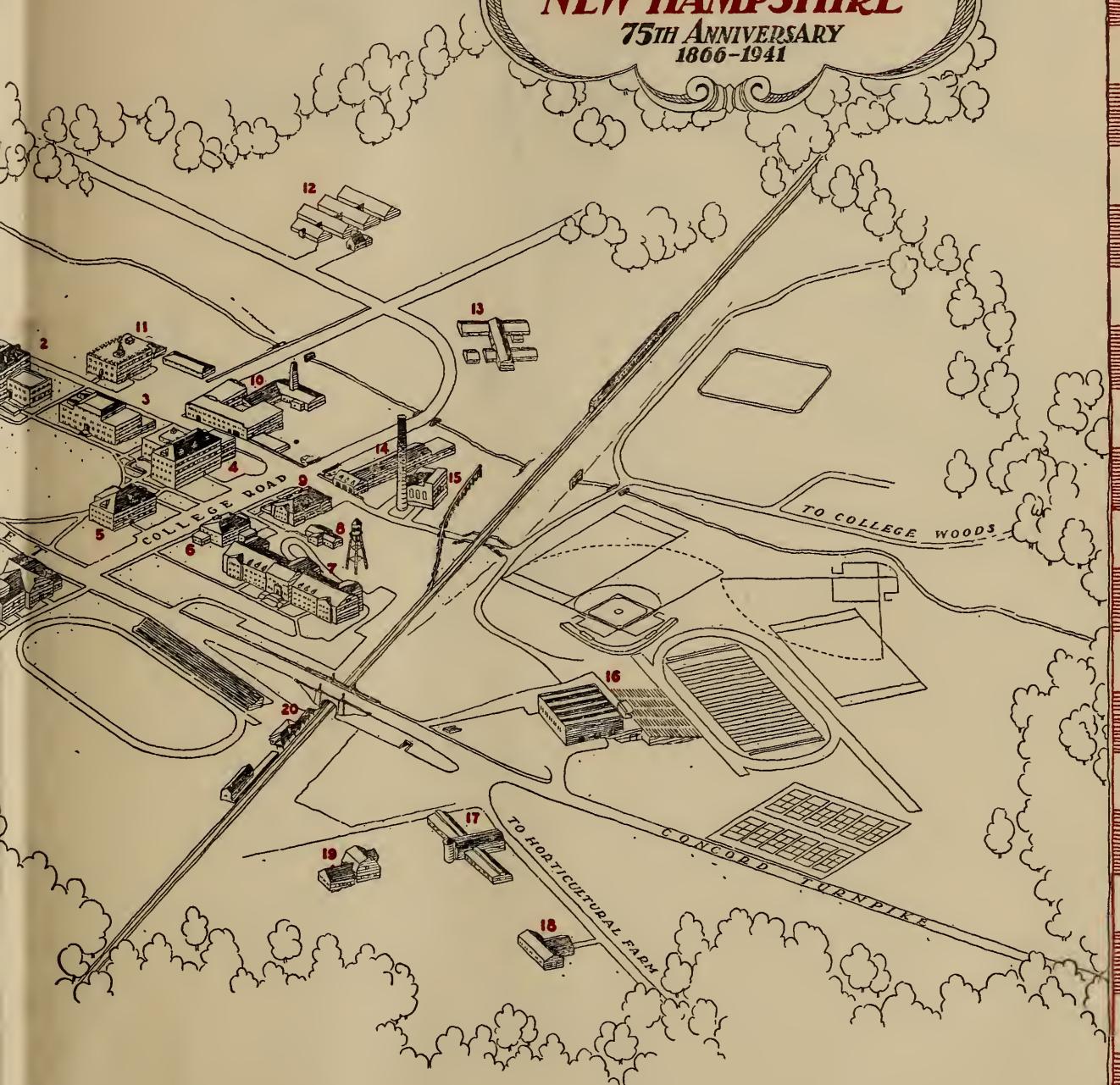
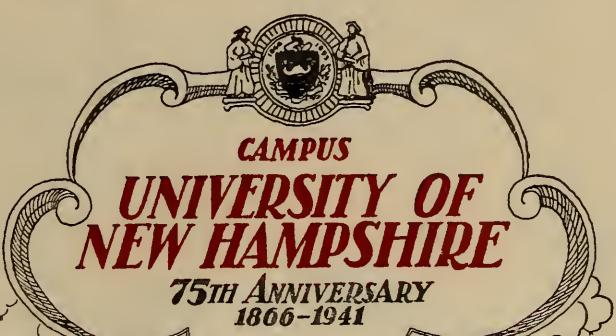
1. Thompson Hall	16. Field House	28. Ballard Hall
2. Murkland Hall	17. Livestock Barn	29. President's Ho
3. DeMeritt Hall	18. Racing Commission	30. Commons
4. James Hall	19. Piggeries	31. Fairchild Hall
5. Morrill Hall	20. B&M Station	32. Hetzel Hall
6. Dairy Building	21. New Hampshire Hall	33. East Hall
7. Nesmith Hall	22. Faculty Club	34. West Hall
8. Nutrition Lab.	23. Congreve Hall	35. Hood House
9. Pettee Hall	24. Scott Hall	36. Hamilton Smi
10. Shops Buildings	25. Smith Hall	
11. Conant Hall	26. Crafts Cottage	
12. Greenhouses	27. Home Management	
13. Poultry Plant		
14. Fire Station & Shop		
15. Power Plant		

OFFICE OF HISTORICAL RECORDS

From DOROTHÉA S. THOMPSON

File 2/3/77

Curator A. W. Cheever



library

LIBBY & GOVE  
DELINEATORS

To Drathosai  
One of our favorite  
class agents and alumnae  
We appreciate all your  
efforts in behalf of your (and  
our) University.

Sincerely,  
George W. Bangford

# HISTORY

*of the*

*University of New Hampshire*

*1866-1941*

DURHAM, NEW HAMPSHIRE

1941

Copyright, 1941  
The University of New Hampshire  
Durham, N. H.

THE RECORD PRESS, INC.  
Rochester, New Hampshire

## TABLE OF CONTENTS

	<i>Page</i>
Foreword by President Engelhardt . . . . .	v
Preface . . . . .	vii
<b>CHAPTER</b>	
I The Land Grant College . . . . .	1
II The Formative Period . . . . .	15
III The College in Hanover . . . . .	47
IV Benjamin Thompson's Bequest . . . . .	83
V The Administration of President Murkland .	107
VI The Administration of President Gibbs .	165
VII The Administration of President Fairchild .	205
VIII The War Years . . . . .	233
IX The College Becomes the University . . . .	253
X The Present University . . . . .	275



## *Foreword*

Those of us working in the University are constantly reminded of the close relationships between life here in Durham and life in every town of the state. These reminders have their origin through the home contacts of 2,000 students, through the thousands of alumni, through the contacts of the extension service and experiment stations with home, farm, industry, and business, and through a growing body of citizens in all walks of life who know the University because of its work and its relationship to them.

The public interest that arises out of this close contact with the state may at times be expressed in challenge, in criticism, in skepticism, or in enthusiastic and understanding support. The ease with which university matters attain state-wide concern disturbs some who fear that a kind of political control may hamper the University in performing its duties. To us, however, this public interest when sincerely expressed is cherished and desired. When it is critical or inquiring, we realize that either we are wrong or the public has been poorly informed. When our work receives endorsement, we are encouraged to continue to improve the quality of our efforts.

It seems sound to hold that, if democracy is to grow and preserve the ideals of a people, then the people must exercise concern for and a leadership in directing the education of their children as well as of themselves. Education in a democracy to serve its true purpose cannot prosper free from the control of the people. This control is enlightened, constructive, and worthy as the people are enlightened and of quality.

The history of the University from its early days at Hanover is proof positive of the point of view expressed above. As one reads the pages of this volume one cannot refrain from noting the evolution of a public interest that grew into a demand. With the passing years, people cleared their thinking on the issues involved and became better acquainted with the educational needs of the state. It is of interest to note how public sentiment changed as people understood the potential relationships between the development of the state and the college. The evolution of public interest in this educational venture through a period of doubt, disagreements, marked differences in judgment, and skepticism is

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

an excellent example of the processes of democracy. Even out of the heat of bitter argument and conflict in convictions, either as expressed on the platform or in the press, there arose and grew an institution which is of the people and which belongs to the state of New Hampshire. Throughout this period stand out persons of vision and of devotion to a cause. The story one reads in these pages is full of human interest. It portrays good people finding the answers to their problems. Their record should be preserved.

We dedicate this volume to those citizens of the past, who, in the words of the first president of New Hampshire college, Asa D. Smith,\* "builded better than they knew." We make this work available to you, old and young, of this generation. May it be a challenge to maintain and to build this institution throughout the years as a worthy symbol of democracy and as a true expression of your greatest expectations!

FRED ENGELHARDT.

---

\* From first report to Board of Trustees, June, 1873.

## *Preface*

This history is the result of plans made by President Engelhardt and the trustees of the University of New Hampshire for a fitting observance of the seventy-fifth anniversary of the institution. In large measure, that observance has been oriented to the present and future. The place of the University in the life of the state, and its prospects and possibilities for serving in an ever larger way the expanding economy and social life of the modern world, have been foremost in mind. Yet at the same time it seemed fitting to look backward and to assemble, for the first time in any complete fashion, the story of how it came to be what it is.

There is a peculiar appropriateness in doing this at the present moment, for it is only within a very few years that the University has achieved a genuinely historical character. As long as Clarence Scott and Charles Pettee were among us, our past was contemporary. So recently have they left us, along with others almost as intimately connected with the older days, that the manifestations of their personalities are experienced at every turn,—in old files of documents, in reminiscences of men and women who meet in committees, and in the undefined minutiae of the daily routine of the campus.

But now the University, like the nation and the world, moves into an unknown but unmistakably new day. "The old order changeth," and it is time to take decent farewell of the past. In so doing, we may do more than merely to erect a monument to it and leave it. The spirit in which this history is presented is more than that of a memorial. For the living fact which is the University of New Hampshire was always dynamic. It sprang from the Great American dream. That dream has never been defined, but popular education was of its essence. The Morrill Act, the bequest of Benjamin Thompson, the assumption by the older College of the title of University—all these were acts of growth, and in them all run the sap and vitality of America. The University of New Hampshire, in a very real sense, *is* America.

In this conviction, and because it is most certain that the people of New Hampshire share it, this history is presented, to serve as the enduring bond between our living past and our living future.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The preparation of the manuscript has been collaborative to a large degree, and has been possible because of the cordial assistance given by many individuals.

Preliminary work on a history was started in 1925 by Dr. Clarence W. Scott when he became emeritus professor of history. Dr. Scott left a manuscript of 292 pages which has been of great value in the preparation of the present book. Dean Charles H. Pettee also devoted some time before his death to the gathering of material but did not complete a manuscript. Both Dr. Scott and Dean Pettee served as University historians after their retirement.

In 1939, when plans were being made for the Seventy-fifth Anniversary, a committee was set up to function as a part of the anniversary organization. This committee, consisting of Harold H. Scudder, professor of English, Philip M. Marston, assistant professor of history, and Donald C. Babcock, professor of history, was of an advisory nature. In general charge of the work was Henry B. Stevens, assistant director of the General Extension service and editor of University publications. Later on, when the work was partly written but not in final form, Mr. Marston accepted the exacting work of supervising, editing, and in part rewriting the history, and has remained in charge till its completion.

The writing of the history, in the form of a first draft, and, to a very large extent, the permanent wording, was done by John P. Hall, of the class of 1939. Marion Boothman, of the class of 1922, did a considerable part of the research during the early stages of the work. Others engaged to help in this phase include Anthony Nebeski, class of 1939, Phyllis R. Deveneau, class of 1943, and Cornelia Constable, class of 1943.

Assistance in the preparation of these materials was furnished by the personnel of Work Projects Administration Official Project No. 65-1-13-26 (Historical Records Survey).

Interviews from which much helpful information was secured were granted by Mrs. Clarence W. Scott, George H. Whitcher, of the class of 1881, Professor Leon B. Richardson, Dartmouth College historian, Harry W. Evans, of the class of 1901, Registrar Emeritus O. V. Henderson, Miss Esther Y. Burnham, Charles W. Scott, Charles Wentworth, and John C. Kendall, '02, director of the General Extension service, among others.

The chapter on New Hampshire in the World War is based to a very large extent on the manuscript prepared by Professor

## PREFACE

Richard Whoriskey and as far as possible the original language of the manuscript has been retained.

The manuscript in whole or in part has been read by Charles I. Parsons, George H. Whitcher, Albert Kingsbury and Fred W. Morse who were on the staff of the college in the earlier years, also by Professor Leon B. Richardson of Dartmouth, and Roy D. Hunter, president of the University Board of Trustees, from whom have come many desirable suggestions.

Many members of the faculty or of the University staff have been extremely helpful either by reading the manuscript and making suggestions or by answering inquiries which have cleared up doubtful points. The committee is especially grateful to President Fred Engelhardt, Mrs. Marcia N. Sanders, Miss Annie L. Sawyer, Jesse R. Hepler, associate professor of horticulture, Hermon L. Slobin, dean of the Graduate School, O. V. Henderson, Raymond C. Magrath, treasurer, Frederick W. Taylor, director of the commercial departments of the College of Agriculture, Arwood S. Northby, assistant to the president, James A. Funkhouser, associate professor of chemistry, Alfred E. Richards, professor of English, and Edward Y. Blewett, dean of the College of Liberal Arts.

The illustrations were prepared under the direction of John P. Neville, assistant to the director of the Extension service, and Harland P. Nasvik, university photographer. The map of the campus serving as the end papers was prepared under the supervision of George R. Thomas, assistant professor of architecture.

To the staffs of the New Hampshire Historical society, the Dartmouth library, the State library, and especially to the Hamilton Smith library of the University, the committee wishes to extend its appreciation for assistance rendered.

The manuscript was typed and editorial assistance given by Elizabeth Norton of the class of 1940.

DONALD C. BABCOCK.



# *The Land Grant College*

## CHAPTER I

In the decade following the war between the states, the capital of New Hampshire was a quiet country town throughout most of the year. Annually in June, however, business improved; Concord became filled with members of the state legislature; hotels were crowded; and groups of men carried on endless discussions on street corners or in the corridors of the State house. The newspapers contained long and closely printed columns of reports which were issued daily to keep the public informed.

In these newspapers, in June of 1866, stories of Fenian raids on Canada, the proposed trial of Jefferson Davis, and reports of progress in the construction of the first transcontinental railroad alternated with columns of fine print concerned with the activities of "the Senate and House of Representatives in General Court convened." The legislature itself was leisurely about organizing and getting down to business. Much had to be settled before any important business could be brought on the floor. The overwhelming majority of the 326 representatives and 12 senators were Republicans. The Democratic party had far to go before it could recover from the blows it had suffered and was still suffering because of the war and the reconstruction period.

Austin F. Pike and Daniel Barnard, both Republicans from Franklin, were elected respectively speaker of the house and president of the senate by comfortable majorities, and proceeded with naming committees and establishing the rules of the session. Hours were consumed debating a proposal that the state subscribe to certain daily newspapers for each member. Friends of various papers added more names to the proposed list until each member was in danger of finding half a dozen papers at his seat each morning. After three days, the issue was settled by compromise. Bills poured into the hopper and were assigned to the proper committees. A United States senator was to be elected. The only question was the name of the Republican candidate. To be sure, the Democrats would nominate, but in this legislature only a Republican could possibly win. The Republicans finally chose George G. Fogg of Concord for senator and elected him according to schedule. The legislature then settled down to its routine business.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

In his message to the legislature, Governor Frederick Smyth included a section in which he reminded the legislators that they had voted three years before to accept a grant of 80,000 acres of public lands from the federal government to be used for the support of a college of agriculture and the mechanic arts, but that this grant would be forfeited if concrete action were not taken to establish such a college before July of the following year. He recommended further that the college be established at Hanover with such a connection with Dartmouth as might be most advantageous to both colleges.

In response to this suggestion, the legislature appointed a special committee which included one person from each county in the state. The members of the committee were: Joseph B. Walker of Concord, Asa P. Cate of Northfield, Ellery A. Hibbard of Laconia, Dexter Richards of Newport, William H. Haile of Hinsdale, Hosea Eaton of New Ipswich, George N. Murray of Canaan, Ezra A. Stevens of Portsmouth, Wolcott Hamlin of Dover, and Isaac Adams of Sandwich. The bill which this committee finally reported for the incorporation of the New Hampshire College of Agriculture and the Mechanic Arts was passed by the house of representatives on July 5, by the senate the next day, and was signed by Governor Frederick Smyth on July 7, 1866.

This act, three-quarters of a century ago, which started New Hampshire college was probably not considered by most of those who voted for it either the most interesting or the most important of the acts of that June session. However, both as the culminating point in New Hampshire of a great movement, and as the beginning of an institution whose importance to the state has constantly increased, the passage of the act deserves to rank as one of the memorable events in the history of the state. Yet it was not an event peculiar to New Hampshire, for in many states, similar colleges were being founded during the same decade. Before entering on the story of this particular one, it seems advisable to review briefly some of the background of these colleges.

\* \* \*

The colleges founded in this country before the Revolutionary war were strictly classical in their program of study and concerned largely with supplying an educated ministry. At Dartmouth college, founded in 1769, for example, during the first 20 years of its existence, over 40 percent of the graduates became

## THE LAND GRANT COLLEGE

ministers. The Industrial revolution, with its flood of new inventions and increasingly complex technology, created a demand for numbers of young men possessed of a technical education beyond that available at a secondary level. But even more important in an overwhelmingly agricultural society was the need for advanced agricultural education and research.

Most of the early American schools which taught agriculture required that a part of the students' time be devoted to manual labor on the farm or in shops. Earliest and most famous of these was the Gardiner lyceum, founded in 1821 at Gardiner, Maine, by Thomas Hallowell Gardiner, a graduate of Harvard,

"... for the purpose of establishing a school for teaching mathematics, mechanics, navigation, and those branches of natural philosophy and chemistry which are calculated to make scientific farmers and skillful mechanics."

This school received some aid from the Maine state legislature, and its enrollment once reached 120; the school was closed, however, in 1832, largely for financial reasons.

Early efforts to improve agriculture were made through such organizations as the Philadelphia Society for Promoting Agriculture, which was founded in 1785 and which sponsored publications, offered various prizes, and helped form similar societies elsewhere.<sup>1</sup> True's *History of Agricultural Education* states that,

"The legislature of New Hampshire in 1814 granted a charter to an agricultural society in Rockingham county, with headquarters at Chester or Exeter. In 1817 there were county agricultural societies in Rockingham and Cheshire counties, each of which received a state appropriation of \$100 . . . In 1819 and 1820, all the counties had societies which held fairs and received state aid. Up to 1820, the annual appropriation to each society ranged from \$100 to \$300 and in all \$3,000 had been expended by the state."

In the same year, New Hampshire organized the second<sup>2</sup> state board of agriculture in the country as a result of the vigorous spon-

---

<sup>1</sup> Among the notable men of the time who were members and officers of these societies were Franklin, Washington, Marshall, Jefferson, and Madison.

<sup>2</sup> The first one was organized in New York in 1819.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

sorship of Humphrey Moore of Milford. This board was made up of a delegate from each county. The legislature appropriated \$800, largely for printing the annual report, but only one report was issued, in 1822, and the board soon passed out of existence.

Agricultural fairs have always been a means of spreading information about improvements in the science of farming. One of the earliest of these fairs is reported to have been held at Rye, New Hampshire, in 1726.

By the beginning of the nineteenth century, at least six leading colleges in the United States had established chairs of chemistry, natural history, and similar subjects. Inevitably, some consideration of agricultural science was included in such teaching, and the work of the teachers was often strongly concerned with discovering means of improving the standards of agriculture. As these courses were merely adjuncts of the classical institution, agitation continued for an education to serve not only the vocational but also the cultural needs of the sons of farmers and workmen.

The earliest steps toward broadening the college curriculum and providing greater educational opportunities for those who found no place in the traditional classical colleges were taken in the high schools of the older states on the eastern seaboard. Such schools were the popular schools of their time and gave science courses and even teacher training courses. The work of Horace Mann and his associates in improving the public school system helped to pave the way for liberalizing the colleges.

West Point, founded in 1802, was the first primarily scientific college in America. The Rensselaer Polytechnic institute, founded in 1824, undertook to combine courses in agriculture, the mechanic arts, and domestic science, but later restricted itself to engineering. The original program resembles that of the land grant colleges in later years. Harvard accepted the bequest of Benjamin Bussey for "a course of instruction in practical agriculture" while Yale and Dartmouth established scientific schools before the war between the states.

The Chandler Scientific school was announced in the Dartmouth catalogue for 1851-52 as giving instruction in the practical and useful arts of life,

"... comprised chiefly in the branches of Mechanics and Civil Engineering, the Invention and Manufacture of Machinery, Carpentry, Masonry, Architec-

## THE LAND GRANT COLLEGE

ture and Drawing, the Investigation of the Properties and Uses of the Materials employed in the Arts, the Modern Languages and English literature, together with Bookkeeping and such other branches of knowledge as may best qualify young persons for the duties and employments of active life."

The course was originally for three years. Admission to the first year required an examination in reading, spelling, penmanship, English, grammar and parsing, arithmetic, and geography. It was probably a fair expression of the views of the average college man of the time when the president of Dartmouth expressed himself as much in doubt about the advantages of the gift of \$50,000 given by Abiel Chandler of Walpole, New Hampshire, to endow the school.

Three agricultural colleges were established by state action before the land grant act was passed. Michigan, Maryland, and Pennsylvania chartered state supported schools which have become Michigan State college, the University of Maryland, and Pennsylvania State college.

Throughout the middle years of the nineteenth century, movements were developing and men appeared to provide the leadership for securing the land grants. While the need became common knowledge, the idea appeared in the work of many men in all parts of the country. If it had been a one man movement, it is doubtful if success could have been achieved as soon as it was. Argument as to who first conceived of the idea of the land grants conceals the more important fact, that the idea grew from the ground up, parallel with, and to a large degree caused by, the urgent need of numbers of people.

One of the leaders, as much shaped by events as shaping them, was Captain Alden Partridge of Vermont, a graduate of Dartmouth and of West Point. He organized three military academies, one of which, the American Literary, Scientific and Military academy, organized in 1820 at Norwich, Vermont, became Norwich university in 1834 with Captain Partridge as president. In 1841, President Partridge memorialized congress for a grant of money to be divided among the states for schools which would give the following curriculum:

"The course of study should include mathematics, physics, chemistry, natural history, science of government, history, moral and mental philosophy, ancient

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

and modern languages and literature, logic, civil engineering, military science, and agriculture, manufactures and commerce. There should be physical education with regular military exercises, including fencing, etc., as a substitute for idleness or useless amusements."

The nature of this proposal gives color to the assertion that President Partridge, during their frequent discussions, greatly influenced Senator Morrill in forming the latter's ideas.

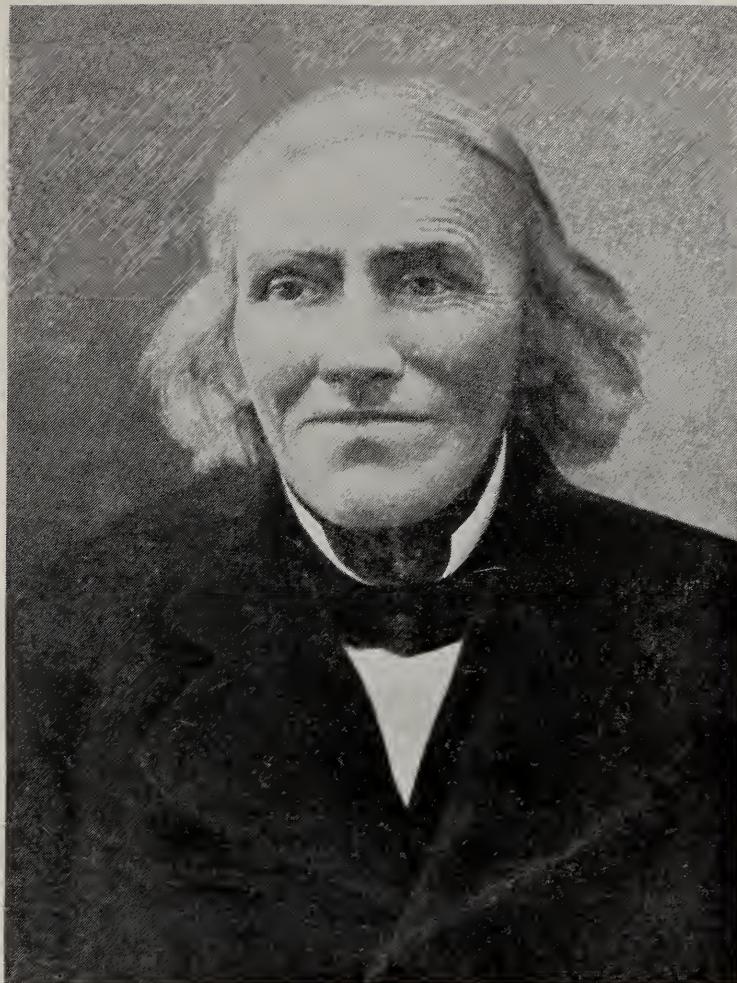
Jonathan B. Turner, who was born in Massachusetts and was a graduate of Yale, proposed to a convention of farmers and mechanics in Illinois in 1851, a plan for an industrial university which should give instruction:

"... in all those studies and sciences, of whatever sort, which tend to throw light upon any art or employment which any student may desire to master, or upon any duty he may be called upon to perform; or which may tend to secure his moral, civil, social, and industrial perfection, as a man."

He also recommended that the professors of such a university carry on "a continued series of annual experiments."

Marshall P. Wilder and Edward Hitchcock of Massachusetts were two other important leaders in the movement for land grant colleges. These men and many others corresponded and worked with Senator Morrill, to whom came reports of the educational experiments, the plans, and the opinions. The final proposal for the land grant colleges was the product of many minds, and above all, of a widely felt need.

Benjamin Thompson of Durham drew up his will in 1856, in the midst of the events which have just been described. Mr. Thompson had been reared on his father's farm in Durham and was a farmer nearly all of his life. He devised a plan, which he expressed in his will, to help develop the leading interest of his state and to provide a means for the education of young people from the farms. Mr. Wilder is known to have received communications from Benjamin Thompson in regard to the latter's plans and to have replied with advice and approval. Although Mr. Thompson was a particularly successful farmer and business man and accumulated a considerable fortune before his death, he was, nevertheless, representative of the more progressive farmers of his day.



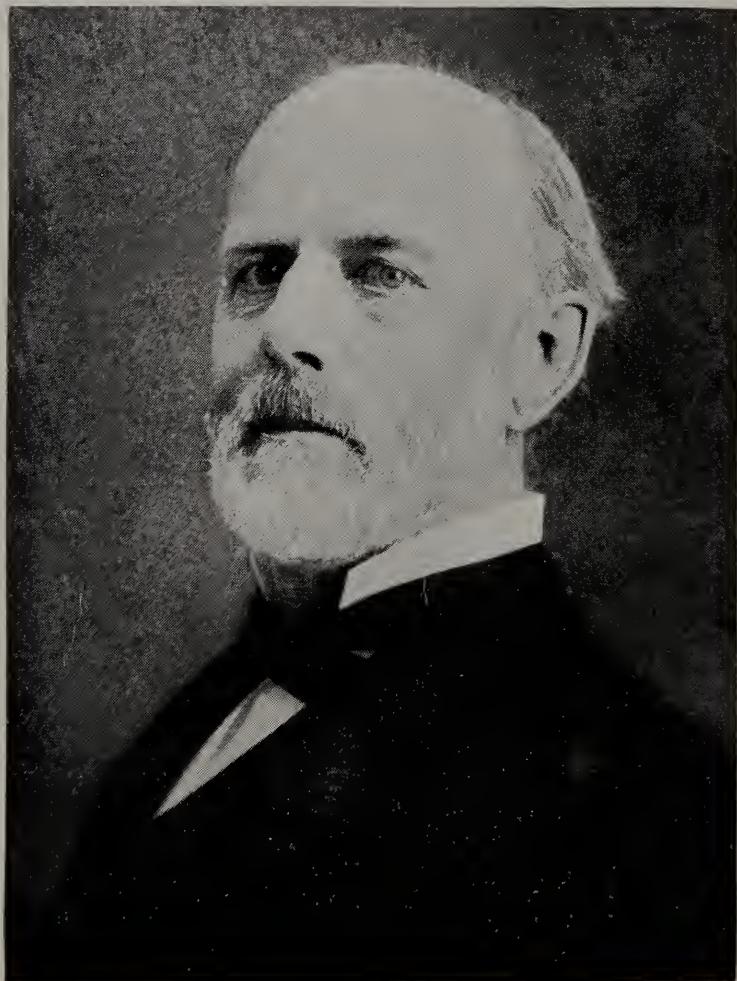
BENJAMIN THOMPSON



HOME OF BENJAMIN THOMPSON



ASA DODGE SMITH



SAMUEL COLCORD BARTLETT

## THE LAND GRANT COLLEGE

Benjamin Thompson's decision on the disposal of his property indicates how thoroughly this whole movement for agricultural education influenced the farming class of this country. His original will was for a purely agricultural school, but Mr. Thompson changed it after the land grant act was passed in order to make the terms of the will agree with the official conception. It is doubtful whether he saw the consequences of the changes, but he did conceive of a college for the young people of his state which would grow and flourish with the help of his life's work.

All these activities and interests soon centered around the bill introduced into congress by Justin S. Morrill, then representative and later senator from Vermont. He was the son of a blacksmith and at an early age, went to work in a store. Later, he was owner or part owner of several stores. This was, of course, in the days before the railroads and the city stores had taken so much business from the country towns. In less than 20 years, he became financially independent, sold out his business, and devoted himself to farming and to politics. In 1854, he was elected to congress.

Mr. Morrill wanted to foster agricultural education. In the days of large grants of land for railroad building in the West, it was only natural that he should turn to this means of securing federal subsidies. Public lands had been set aside for the support of education for generations. His first move was a resolution offered in 1856

"... that the Committee on Agriculture be requested to inquire into the expediency of establishing one or more national agricultural schools upon the basis of the naval and military schools."

This resolution was objected to and hence was not approved.

The land grant bill came before congress in December, 1857. Mr. Morrill, speaking in its behalf, described the accomplishments of the European schools and suggested that schools of a similar kind could do much to overcome the decline in agricultural production which had taken place in the United States during the previous decade. He scoffed at any possibility of conflict between the established schools and the proposed new ones:

"Our present literary colleges need have no more jealousy of agricultural colleges than a porcelain manufactory would have for an iron foundry."

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Although his chief interest was in colleges of agriculture and the mechanic arts, the wording of his bill permitted the growth of great universities.

After a long delay, an adverse committee report on Senator Morrill's bill was presented, yet both houses passed the bill by the narrowest of majorities. The bitterest opposition came from some southern Democrats who considered the bill a violation of states' rights. One senator called it, "one of the most monstrous, iniquitous and dangerous measures which have ever been submitted to Congress." President Buchanan vetoed the bill.

In December, 1861, with a new president in the White house, Mr. Morrill again introduced his bill. It was almost lost in the pressure of war legislation, but in May, 1862, it was again reported adversely. Senator Wade of Ohio had introduced the same bill in the senate, where it finally passed, 32 to 7. Its bitterest opponents were then, for the most part, with the Confederacy. The house passed the senate bill, 90 to 25, and it received President Lincoln's signature on July 2, 1862. From this act, 69 land grant colleges and universities in the 48 states, Hawaii, Puerto Rico, and Alaska have since come into existence. It would be difficult to find anywhere in history a single law which has meant more to the advancement of education.

The Morrill act is not particularly complex although there have been disputes as to its precise meaning ever since it was passed. Each state was granted 30,000 acres of the public lands for each of its senators and representatives for

"... the endowment, support and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life."

The income of the fund resulting from the sale of these lands would have to be guaranteed, as would the principal, by the various states forever. Since none of the federal money could be used for buildings, it was up to the individual states to find means to establish the schools and this had to be done in five years or the

## THE LAND GRANT COLLEGE

gift would be forfeited. Some states established independent colleges, some turned the money over to existing private or state institutions, and some established their colleges in connection with an existing institution, but not as a part of it. The establishment of New Hampshire college would come under this last classification.

\* \* \*

A year after President Lincoln signed the Morrill act, in July, 1862, the senate and house of the New Hampshire legislature passed a joint resolution accepting the provisions of the law; this was promptly approved by Governor Joseph A. Gilmore. The following day, another act was passed authorizing the governor to receive all land scrip to which the state was entitled and to appoint a commissioner to take care of it. The money received from the sale of the scrip was to be turned over to the state treasurer, and a committee of ten, appointed by the governor and council, was authorized to investigate all possible procedures and report to the next legislature. This committee, as appointed, included: Horton D. Walker, George W. Burleigh, John Wadleigh, Alphonzo H. Rust, Anthony Colby, John Preston, William P. Wheeler, Edward H. Brown, David Culver, and Morris Clark.

In its report to the legislature of 1864, the committee proposed three alternatives for locating the college: the offer of Dartmouth college, the offer of General David Culver, a member of the committee, and a possible location at the state farm connected with the House of Reformation at Manchester. Nothing more was ever heard of the last proposal, but the other two are both important.

Mr. Culver was a successful business man from Lyme, New Hampshire, who took an active interest in politics and held several important positions in the state government during his lifetime. He offered to give the state a 400 acre farm which he owned in Lyme. This farm included good land, several buildings, water power, mill privileges, and other advantages, all estimated to be worth \$20,000. In addition, he offered the state \$30,000 in cash, "to aid in the erection of the necessary buildings, and apparatus for its practical operation . . ." This proposal required that the college be located in Lyme, which was on the western border of the state, just north of Hanover.

Dartmouth offered, if the fund from the Morrill act were turned over to it, to

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

"... make whatever additional provisions for Agricultural Education as should be thought needful, and to devote one half of the avails of the Fund to the gratuitous instruction of pupils selected under the authority of the State."

If the fund amounted to \$100,000, it would pay the tuition of about 60 pupils annually. Dartmouth would guarantee the state against all expenses because of the Agricultural college and would "assent to the placing of the fund and the Agricultural course under the care of those State officers who" were members *ex officio* of the Dartmouth board of trustees, and would permit

"... the use of all the means and appliances of education already established here, Buildings, Libraries, apparatus, Professorships—to the value, if the cost of purchasing them anew were estimated of more than four hundred thousand dollars."

New Hampshire college would only need to provide one professor, or at most two. Dr. Clarence W. Scott wrote of this offer:

"It is possible that the value of what Dartmouth College offered was overestimated. Dartmouth in 1864 had in the Academic Department one hundred and forty-six students who were receiving instruction from a president and ten professors. The larger part of the instruction could not be used for classes in Agriculture or the Mechanic Arts . . . the college library contained fewer than sixteen thousand volumes, a part of which were handsome looking government publications, and another part consisted of fine editions of books read by only a small class of students.

"In fact, one donor of a valuable collection had prohibited the use of the books by students. There were two society libraries belonging to the two societies which included all academical students. The two libraries together outnumbered the college library and probably provided the students eighty per cent of the books read. These society libraries were not included in the library facilities for a new department."

Although Dr. Scott's review of Dartmouth's position does not sound too attractive to a modern reader, it should be viewed

## THE LAND GRANT COLLEGE

in the perspective of its time. Dartmouth was much poorer and smaller than now, but it was a going concern with equipment which it would have taken New Hampshire college decades to equal.

The committee of ten appointed in 1863 offered a bill to incorporate the college but left the question of location to be settled by a special commission, subject to the approval of the governor and council. The Dartmouth trustees were not in favor of establishing a separate college, so President Asa Smith proposed that the whole question be postponed for a year and the legislators were willing to accept his proposal.

In 1865, the matter was again postponed. When the legislature of 1866 came to consider the question of the location of New Hampshire college, the situation had changed radically. General Culver had died in the meantime, leaving his farm and the promised fund of \$30,000 to the state on condition that the college be located in Lyme. If the state refused the legacy it would go to Dartmouth to be used to promote agricultural education. However, the will was being contested, and no one could tell how much the state might receive or when it would be available. Furthermore, the sale of the land scrip had brought a disappointingly small return, for the 150,000 acres had been sold for only \$80,000, or about 53 cents an acre and the state could not finance the establishment of the college while waiting for the settlement of the Culver estate.

The representative to the state legislature from Lyme introduced resolutions in 1866 committing the state to the acceptance of the Culver gift. These resolutions were referred to the special committee of ten, previously mentioned as appointed that year, who recommended that they be indefinitely postponed. The report of the committee was accepted, following which, the act to incorporate New Hampshire college was passed as related above.

By the time of the passage of the act, President Asa Smith of Dartmouth was somewhat less enthusiastic about the arrangement with the state. Two colleges, separate, yet bound to function in common, and held together only by a contract and interlocking boards of trustees might be difficult to manage. The state was to select five members of the board of New Hampshire college, and Dartmouth was to choose four. The governor and council appointed John D. Lyman of Farmington, Joseph B. Walk-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

er of Concord, William P. Wheeler of Keene, John B. Clarke of Manchester, and Chester C. Hutchins of Bath. The trustees of Dartmouth appointed President Asa S. Smith, Frederick Smyth of Manchester, Ira A. Eastman, and Anthony Colby of New London. This first board of trustees of New Hampshire college held its first meeting in Concord, September 28, 1866.

Joseph Walker, one of the trustees, in a letter to President Smith, dated October 12, 1866, expressed the following opinions concerning the new institution:

1. The college doesn't want and can't afford an experimental farm for the present.
2. Lectures through the state should be arranged for their educative and advertising value.
3. Economy suggests that the Agricultural course be a department of the Chandler school. Agricultural students might omit the summer term to work on their own farms.
4. One professor should be hired to start work with the fall term of 1867.

Mr. Walker had visited Ezekiel Dimond, a professor at the Oread institute in Worcester, Massachusetts, and recommended him very highly for a position with New Hampshire college. He had also visited the agricultural school which Connecticut had established at Yale, regarding which he had this comment to make:

"The Ag<sup>l</sup> and Mech<sup>l</sup> Colleges are something yet to be made. The professors are most of them to be educated and the text books to be written. I was very much surprised to learn that they had but (5) five students in their Agricultural Course, and some thirty in the Mechanical. We may meet with a similar experience."

A contract was signed by representatives of Dartmouth and New Hampshire college on June 4, 1867. According to this contract, students of the Agricultural college were to take the regular course of the Chandler school and were to conform to all the requirements of the four-year course already in existence except that the Chandler school would

". . . provide a special course of Agricultural instruction, falling into the last two years of the Chandler Scientific Department, analogous to what are called the engineering course, the commercial course, and the gen-

## THE LAND GRANT COLLEGE

eral course, in the said department, the studies of which shall be acceptable to the trustees of the New Hampshire College of Agriculture and the Mechanic Arts . . .”

New Hampshire college would pay the salary of at least one professor, whom they would select, and Dartmouth agreed that any income from the Culver estate would be applied to agricultural education.

This contract was shortly abandoned. The reasons are not exactly clear, although it appears that the Visitors of the Chandler school, a body independent of the Dartmouth board of trustees, objected because they had not been consulted and because they felt that the proposed arrangement might be detrimental to the Chandler school. The opening of the new institution had to be postponed again, until the fall of 1868.

A second contract between Dartmouth and New Hampshire college was signed April 7, 1868. It provided for the exchange of professors between the two schools, for the use of the Dartmouth equipment by the agricultural students, and defined the relations between the governing boards of the two colleges. The interests of the Agricultural college in the Culver estate were again expressly protected.

With the signing of the second contract, the trustees of New Hampshire college turned their attention to the choice of some suitable person for the position of the first professor of the new school. Ezekiel Dimond, who had previously been interviewed by members of the board, was elected on April 28, 1868. He was in Dresden, Germany, when he received President Smith's letter, placing at his disposal \$3,000 to be expended for books and apparatus for the institution and notifying him of his appointment as the first professor of New Hampshire college.



# *The Formative Period*

## CHAPTER II

On Thursday, August 1, 1868, Ezekiel Webster Dimond climbed down from the train at the Hanover-Norwich station. Ira Allen, driver of the coach to Hanover, helped pile his bags into the back of the wagon, then gave him a hand up to the seat in front. There were few passengers on the trains in August for the summer term at the college was over, and the normal trading business of the town was not very lively in the middle of the week. Allen was an amiable and talkative man, and was particularly interested when he discovered that his passenger was to be professor of chemistry, in fact, the only full-time professor in the new College of Agriculture and the Mechanic Arts.

The horses slowed to a walk as they crossed the Ledyard bridge and toiled up the long sandy hill with its deep raincut gullies on each side. Professor Dimond had little to say of his plans, except that seven boxes of equipment, specimens, and laboratory materials which he had brought with him from Europe would arrive soon by train and would have to be transported to Hanover. These boxes contained the entire physical property of the new college. However, he was unable to say where this material was to be stored, for the school had no buildings, no laboratories, no classrooms, not a roof of its own. Dartmouth would have to house the stranger until it could build its own home.

As the road leveled off at the top of the grade, the houses of the town appeared. The coach stopped at the Dartmouth hotel on the corner of South Main and East Wheelock streets. Professor Dimond climbed down from the wagon, walked up to the corner and looked across the Green with its neat white fence and crisscross of dusty paths. The grass, which had been mowed for hay a week or two before, was stubbly and a little yellow from the summer heat. On the far side of the Green were the white buildings of the "Old Row," Wentworth, Dartmouth, Thornton, and Reed halls. These were simple colonial structures housing the offices, classrooms, laboratories, libraries, and most of the students of Dartmouth college. On the southeast corner of Wheelock and College streets was the new Bissell gymnasium which had been opened only a few months before. The Chandler Scientific school

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

occupied the building which had been formerly used for Moor's Indian school.

There were very few trees along the streets, which were neither paved nor provided with sidewalks. A heavy rain would reduce the roads to quagmires, but at this season of the year, they were deep with dust. Along South Main street, the business section of the town was concentrated in a series of shabby wooden buildings dominated by the huge four-storied brick building called the Tontine. This was built in 1813 and housed the most important stores of the town. It also contained the meeting rooms of the college societies until its destruction by fire in 1887.

This was the home of Dartmouth college and was to be the home of the Agricultural college for a quarter of a century. Dartmouth itself was a small college and far from wealthy. It had been exceeding its income for a number of years; this was largely due to the war between the states which had greatly reduced the number of students attending the institution. Not until President Bartlett's administration was there a notable prosperity.

Professor Dimond faced an enormous task in both organization and procedure. Side by side with Dartmouth and her classical courses, a new college had to be set up to offer agricultural and mechanical courses. Joseph B. Walker, one of the original trustees of the Agricultural college, later described the situation in a concise and graphic manner in a speech on the history of the college which was delivered at the dedication ceremonies of the new buildings in Durham in 1892.

"It may be interesting to take a general inventory of what the College then had, and what it had not.

1. It had great expectations and unlimited possibilities.

2. It had a very respectable board of trustees, who desired to accomplish a great deal and had very narrow means with which to do it. The land donated by the United States had been sold and yielded a fund of \$80,000, to be kept intact forever, and an annual available income of \$4,800.

3. It had a Faculty of two learned Professors; a fit body though few.<sup>1</sup>

---

<sup>1</sup>President Smith of Dartmouth was also president of the New Hampshire college faculty and taught one course. Dr. Thomas Crosby was added to the faculty as a part-time instructor later in the year.

## THE FORMATIVE PERIOD

4. It had a class of students who could be numbered on the fingers of one hand,<sup>2</sup> coupled with a prospect for more which was the reverse of cheering.

5. It had a few books and a little apparatus, but had no place to store either.

6. Lastly, and most encouragingly, it had some warm friends who had faith in the College and were determined to stand by it.

"From this not very brilliant showing, we will turn to the inventory of what the College had not.

1. It had not a single building in which to lay its official head or bestow its goods.

2. It had no system of study, nor any valuable precedents from which to form one. There was then no Agricultural College in this country,<sup>3</sup> and the suggestions to be had from those abroad were, for various reasons, quite limited.

3. It had no text-books on applied science, such as its students were sure to need. These had then no existence. They were yet to be written.

4. It had no corps of Professors to teach intellectually and practically many of the studies which its students were expected to pursue. These were yet to be made.

5. It had no sufficient endowment with which to meet the demands to be made upon it.

6. Saddest of all, its managers, of whom your speaker had the high privilege or great misfortune to be one, had but vague conceptions of the precise product which the College was expected to furnish. The hole in the grindstone before them had been bored but half through, and the light was all on the farther side of it."

This description was far from being an exaggeration. The teaching of agriculture and the mechanic arts had been advocated for many years, but when it came to arranging an actual course, teach-

---

<sup>2</sup> The entering class in 1868 actually included ten members.

<sup>3</sup> This is not strictly true. There were new schools which were founded before New Hampshire college, but they had not devised an adequate system of study, or even had a clear understanding of their own function. Most of the thinking on this problem had to be done in the midst of its actual working out.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

ers in the new schools were confronted with a poverty of materials and methods, and were also uncertain of what the objectives of their teaching might be. It was assumed that chemistry would play a large part in agricultural training, but the sciences of agronomy and agricultural chemistry were only slightly developed. For years, the teachers had to work out the material of their courses while they taught them, and it was 20 years before they had the assistance of the Experiment stations in the research which had to be done.

At the same time, the lack of clarity about the objectives toward which the land grant colleges were supposed to work led to many bitter struggles. In New Hampshire, this was further complicated by the connection with Dartmouth. Many thought of these colleges as trade schools for farmers and mechanics. In such schools, a thorough training in the fundamentals of agriculture and the mechanic arts, with enough background in theory to foster an understanding of the reasons for the practices followed, would be given.

On the other side were those who wanted the new colleges to educate the sons and daughters of farmers and workmen who could not afford the expenses of the endowed colleges. In the states west of the Alleghenies, it was not difficult for those who believed in this to carry the day, and in many states, state universities early grew out of the land grant institutions. But in the East, long established endowed schools resisted this move and fought to restrict the new state colleges to a narrower field.

Dartmouth had been New Hampshire's only college for many years. Her graduates were prominent in every town and in every business. They carried an enormous influence in the affairs of the state. When the question of the location of the Agricultural college was being discussed in the legislature, President Smith of Dartmouth made his opinion quite clear on the proper relationship of the two schools. In June of 1867, he had written to Joseph B. Walker expressing misgivings about the plan as then proposed. He had favored locating the college at Hanover on condition that the fund be given to Dartmouth. In return, Dartmouth would provide agricultural instruction and devote half the income of the fund to free scholarships for agricultural students. The state would be guaranteed against any further expense, and the fund could be placed under the care of those state officials who were *ex officio* members of the Dartmouth board of trustees.

## THE FORMATIVE PERIOD

This plan had been rejected, and the school set up under its own board of trustees, with provisions made for later separation of the two colleges if that should appear to be necessary. President Smith disliked the temporary nature of the arrangement, the duplication of governing bodies, and the possible duplication of classes and activities. However, when the decision was made to locate the school in Hanover, he became and remained its fast friend. Ezekiel Dimond, Charles H. Pettee, and others have commended him for his great patience and tact in helping to work out the problems of the college. This held true even though the trends developed by Professor Dimond were often contrary to President Smith's own beliefs and hopes at the time of the founding of New Hampshire college.

New Hampshire's first professor was a truly remarkable man. He possessed an enormous energy and an executive ability which contributed more than any other factor to keep the school alive and make its later success possible. Until his death, he carried the entire work of the business manager of the college. His duties included not only handling the finances and preparing the annual reports, but also planning and supervising the construction of buildings. In addition, he organized and taught most of the courses, including all of the chemistry courses at Dartmouth college, lobbied at the legislature, gave lectures through the state, secured students, and did innumerable other things which would have taxed the strength of a giant.

Professor Dimond was afflicted with poor health during the latter part of the time he was at Hanover. He suffered from epilepsy which was undoubtedly aggravated by overwork, so much so that he can truthfully be said to have sacrificed years of his life for the college. What New Hampshire college needed at this stage of her development was not so much a teacher as a vigorous, clear-thinking executive who was determined to make the college a going concern. If any man can be called the father of the college, Ezekiel Dimond is the man, and his name should be remembered side by side with those of Charles H. Pettee and Clarence W. Scott for his endless devotion to the school.

In the third report of the trustees of New Hampshire college, Professor Dimond had a lengthy discussion dealing, among other things, with the objectives and methods which the college should pursue. The heart of his philosophy appeared in his objections to the name "Agricultural college." He argued that the Morrill act,

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

in addition to providing for "at least one college where the leading object shall be . . . to teach such branches of learning as are related to Agriculture and the Mechanic Arts," did not exclude the teaching of "other scientific and classical studies." This meant to him that what was needed was not merely an agricultural college, but an industrial university, and he avoided the former name throughout his report, using instead State college, Industrial college, and State Industrial college.

The connection with Dartmouth was invaluable for his purposes in the beginning and development of the new school.

"These institutions [he wrote], unless they received a much larger additional endowment than they would be likely to receive, in the smaller states at least, if established by themselves, could become little more than 'one-horse academies,' where everything is attempted, where everything is praised to excess, and where boys would be taught to memorize a mass of words from dry and, to them, unmeaning text-books, as parrots are taught to recite verses; or else they would be organized upon the compulsory manual-labor system, and would teach neither theoretical nor practical science enough to produce any visible effect or permanent good, but would dwindle into mere agricultural experiment stations or apprentice-shops where boys would be blindly taught the manual arts of agriculture and manufacture, as monkeys are taught to perform antics in order to procure coppers for their masters.

"The conclusion arrived at in every New England state save one (Maine) favors a concentration of all our educational efforts. The institutions have been located either in connection with or adjacent to, other colleges, where the advantages of buildings, of libraries, of apparatus and museums already collected could be available."

He then presented a long argument in favor of the name "Industrial college," as representing more accurately the broader objectives and functions of the new school. New Hampshire college, according to Professor Dimond, differed from Dartmouth and the Chandler school in four major respects:

1. The classes of persons to be benefited by its instruction.

## THE FORMATIVE PERIOD

2. The number and character of the studies to be pursued.
3. The methods of instruction it will employ.
4. The appliances required for such instruction.

In addition to the scientific studies, the students needed English, commercial arithmetic, bookkeeping, and drawing immediately.

Professor Dimond continued in the same report to describe what the school would do for the students.

"It is to take young men who have been made familiar at home with the more simple processes and practices of the farm and shop—to take them where the shop, farm and common school leave them—and give them such general training as will form good habits of study and enable them to become first-class men, useful and influential citizens. It then proposes to cultivate their powers of observation by an experimental study of nature; to train them to use these powers of practical reasoning by a careful study of the methods of science; and finally to prepare them, by a careful study of both science and art, to bring their powers of observation and reasoning to bear upon all important questions connected with their occupations, just as the physician or lawyer makes use of his previous training and knowledge."

Toward the achievement of these ends, Dartmouth could contribute such "general culture as the industrial classes require" but it could furnish only a small portion of the "teaching force and appliances for the required technical instruction."

It does not appear that President Smith disagreed very widely with Professor Dimond on the nature of the work which students of the new school should do, once it had been settled that the school was to have an independent existence. With the latter's ideas set forth in principle and more or less agreed to by both President Smith and the trustees, it was possible for Professor Dimond to proceed to plan for the equipment needed.

The first thing that the college needed was a building of its own, with adequate space for a chemical laboratory, two class-rooms, and a room for the collections of the New Hampshire Museum of General and Applied Science, which was to be built up around the specimens which Professor Dimond had brought from

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Europe. He had already prepared plans for such a building and devoted seven pages to a minute description of them.

The second thing needed was an experimental farm. Professor Dimond planned to use this for experiments in the mechanical improvement of the soil, the use of manures and commercial fertilizers, and improvement of crops, grass, and livestock.

His third most important request was for an experimental machine shop in which various machines necessary for mechanical instruction could be set up, and the course developed to suit the needs of the students.

This was the program with which Professor Dimond undertook his new position. The program was not realized immediately, nor even by the time of his death. Probably even he only partly realized the full meaning of his plans and the results to which they would lead in later years. The opposition to them was strong and extremely vocal for many years. However, his ideas have been essentially followed and have been carried out to a degree which he could scarcely have foreseen.

\* \* \*

One of the first problems that Professor Dimond faced was a recurring one throughout the college's stay in Hanover. This was to obtain an entering class. Nothing had been done to secure students, and the college was scheduled to open in September. Professor Dimond had 2,000 circulars printed and distributed through the state. This and some personal soliciting by a few interested people in the state was all the effort which it was possible to put forth. Professor Clarence Scott, commenting on this later, says, ". . . it would not have been too much if half a dozen men had worked the field for six months before the opening day."

Probably everyone was surprised when ten men appeared to register on September 4, 1868. Apparently, these students had the attitude that they were willing to try the experiment but reserved the right to drop out at any time they had an impulse to do so. That impulse worked overtime during the first year. Only two of them came back for the second year, and they, with the addition of a third man who joined them at that time, went on to graduate in the first class of New Hampshire college. These three men were given the training they wanted and such work as they were able to carry. William Ballard of Concord took the agri-

## THE FORMATIVE PERIOD

cultural course, and Lewis Perkins of North Adams, Massachusetts, and Charles Sanders of Penacook took the mechanic arts course. All three of them attended their fiftieth reunion in 1921.

A story is told that among the original ten entrants in 1868 was a huge Indian, who is listed in the records of the registrar as Albert Carney from Boggy Depot, Choctaw Nation. He had been a confederate soldier and had come to Dartmouth college to take advantage of the funds provided for the education of Indians. He was transferred to the Agricultural college because he certainly fitted in nowhere else in Hanover and it was thought that that school could do something for him. He soon transferred, however, to a classical preparatory school to acquire a proper background of Greek and Latin for a classical course, so it must have been that the school failed to meet his needs.

The faculty of New Hampshire college for the first year consisted of Ezekiel Dimond, A. M., professor of general and applied chemistry, and Thomas R. Crosby, M. D., instructor in animal and vegetable physiology. The latter had been a professor at Norwich university and had served in the army during the Civil war as a surgeon with the rank of lieutenant colonel. He was a very able and scholarly man, and his death in 1872 was mourned as a great loss to the college. Dr. Crosby was available only for a few classes a week so the chief burden of instruction fell on Professor Dimond. It was the custom at Dartmouth to pay instructors two dollars an hour for classes conducted in the other schools. Under this arrangement, Edwin O. Sanborn, instructor in rhetoric and history, Charles F. Emerson, instructor in mathematics, and Charles A. Young, instructor in natural philosophy and astronomy, taught classes for the new institution. Instruction was also given in free hand drawing by John E. Sinclair of the Chandler school during the last term of this first year. Both Professor Dimond and Dr. Crosby were paid on the hourly rate for classes they taught in the other schools.

It was not long before steps were taken to provide a building suitable for the use of the state college. In May, 1868, the trustees sent a committee to a meeting of the Dartmouth trustees. This committee acknowledged that Dartmouth had fulfilled the terms of her agreement, but they went on to point out the need of a building as a "local habitation" for the new college. This building should be provided with a chemical laboratory, classrooms, and museum space. The committee asked the Dartmouth trustees

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

what they were willing to do about it and also referred, somewhat discreetly, to the Culver bequest.

After General Culver's offer had been refused by the state legislature, the terms of his will made Dartmouth the beneficiary of his estate with the provision that the proceeds must be devoted to agricultural education. The Culver heirs contested the will, and Dartmouth reached a compromise with them, to avoid litigation, whereby the estate was sold and the proceeds divided equally between the heirs and the college. This yielded about \$22,000 to Dartmouth. In addition, Mr. Culver's widow died and left property in Lyme to Dartmouth under the same provisions which had been in her husband's will. This bequest of Mrs. Culver amounted to approximately \$9,000, which gave the college a fund of over \$30,000 which it was required, by the terms of the agreement, to devote to agricultural education.

The Dartmouth trustees offered to appropriate \$25,000 from the Culver fund, provided that the state of New Hampshire appropriate \$15,000 more to go with it, to construct a building which should cost not more than \$40,000. When the money had been assured, the work of construction should be supervised by a committee of three, one appointed by the New Hampshire college trustees, one by the Dartmouth college trustees, and the third member, the president of both institutions.

The Dartmouth trustees also agreed to the list of rooms which was proposed by Professor Dimond for the building, and they specifically reserved the right to keep their own museum there. Moreover, they agreed to the joint use of the chemical laboratory and the rooms intended for the departments of mineralogy, geology, and natural history. Finally, they stipulated that the expense of operation and maintenance of the building should be shared in proportion to the use of the building. In practice, this amounted to an even division of the cost of heat, light, repairs, water, and services. In case the two schools should separate, the trustees of Dartmouth agreed to repay, with interest, the \$15,000 contributed by the state.

This proposal was accepted, and it was agreed that the new structure should be named for General Culver. Professor Dimond became extremely active during the legislative session of 1869 and succeeded in securing the required appropriation of \$15,000. Whenever the need arose, Professor Dimond was an indefatigable lobbyist and usually managed to secure very nearly what he wanted

## THE FORMATIVE PERIOD

from the legislature. In this case, he received assistance from the many Dartmouth men in public life who were eager to help their alma mater acquire this new building.

In his long section of the 1869 trustees' report, Professor Dimond gave floor plans for all the four floors of Culver hall. The first floor was to be used for agricultural implements, machines, and models. The second floor was to include a chemical lecture room and a chemical laboratory. On the third floor were to be recitation rooms and a museum illustrating the geology of New Hampshire and Vermont. The fourth floor was to be devoted chiefly to a large museum and to a lecture room. When completed, Culver hall would be the largest and most modern building in the whole college. Professor Dimond lost no opportunities to point out what this would mean for the prestige of the state college.

The architect, Edward Dow of Concord, New Hampshire, spent two years in building Culver hall. Hanover was not the easiest place in the world to carry on construction work, especially when such a large building was being erected. Many materials had to be transported from considerable distances, and some skilled labor had to be brought in. Moreover, in October, 1869, New Hampshire suffered from an unusually severe flood, one not matched, in fact, until the one in the fall of 1927. Several hundred thousand bricks which had been made for Culver hall, and which were just ready to be burned, were destroyed by the flooding of the brickyards, and the wood provided for burning them was carried downstream. As a result, the making of the bricks had to be put off until the following summer. Moreover, the whole problem of transportation was further complicated because the flood had destroyed bridges and long stretches of highway.

The cornerstone of Culver hall was laid by Governor Onslow Stearns on June 23, 1870, in the presence of a number of political leaders of the state, but the great celebration came exactly a year later, on June 23, 1871, at the dedication ceremonies. The legislature, at that time, held its annual session in June and was usually in session through the early summer. Professor Scott has thus described the visit of the state officials and the legislature:

"It was safe to assume that the railroads would provide a special train without cost for the members of the legislature and for a few hundred extra passengers. There was the prospect of a trip of seventy-five

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

miles, some good speaking and a good dinner provided by the citizens of Hanover.

"The station of Hanover, also known as Norwich, as it is on the Vermont side of the Connecticut, [was] crossed by a covered wooden bridge. At that time there was no approach to Hanover except by means of a climb up a disagreeable sand hill not provided with a side walk.

"There seemed to be, on a small scale, a repetition of Commencement. The same railroad station seemed to be doing the business of a city. The marshal of the day cautioned the crowd that in marching across the bridge they must break step.

"The crowd filled the upper [floor] of Culver hall. The dinner was very satisfactory and so were the speakers. This year had been one in which there had been a sharp political fight with success for the outs . . .

"The speakers included Governor Weston, Ex-Governor Smythe and Honorable D. M. Clough, one of the leading farmers of the State. President Smith had, ever since he was a freshman, had a reputation for making happy speeches. Of course on this occasion he was at his best, several times making humorous references to the legislative controversies. One of the references was, 'Now the lion and lamb lie down together. Mind I do not say which is the lion and which is the lamb.' Even more satisfactory was the speech of Honorable W. P. Wheeler who told of the Honorable John Conant who had given \$7,000 to the College and had given an additional \$5,000, available when the State contributed a like sum.

"Later than the speaking was a ploughing match in which figured the huge Daniel Webster plough drawn by two yoke of oxen and held by Mr. Clough.

"This was the successful Friday afternoon, June 23, 1871."

The account in the *Dartmouth* for July, 1871, the monthly student magazine and the predecessor of the present daily newspaper, indicates that all the students took part in the celebration.

## THE FORMATIVE PERIOD

"Considerable disappointment was occasioned by a *misunderstanding*, quite general among the students, to the effect that the day had been promised them as a holiday, whereas only the afternoon recital was omitted. They were soon reconciled, however, and entered into the spirit of the occasion with a peculiar zest, heightened, no doubt, by a term of unusual quiet . . . With their usual kindly hospitality, the people of Hanover had prepared an excellent collation in the hall of the gymnasium, which was served by the ladies and students, and to which all did ample justice. Thence they proceeded in procession to the new building, in the upper hall of which the dedicatory services were to be held. This was soon filled to its utmost capacity, and after an address of welcome from President Smith, in which he apologized for the unfinished condition of the building, and disclaimed all politics for Dartmouth in a very happy manner, Professor Dimond gave a brief account of the material and cost of the building, and delivered up the keys to the President."

The *Dartmouth* closed its account with the comment,

"Here, at least, the affair seemed very enjoyable to all concerned. We learn that the Legislature has voted \$12,000 to the College since their return. *Trans-seat in exemplum.*"

That Culver hall was an important addition to the plant of the Dartmouth community is easy to see. The *Dartmouth*, in March, 1872, commended the

" . . . spacious airy lecture room in Culver hall with its large and numerous windows and pleasant situation, as contrasted with the Cimmerian gloom of the Chapel or some of the recitation rooms of Dartmouth Hall."

However beautiful and convenient Culver hall may have seemed to the students and faculty of 1871, it did not keep that reputation for long. To later generations, it was an ugly example of the style of its time. Upon the removal of New Hampshire college to Durham, it was turned over to Dartmouth, and was used for recitation and other purposes. The chemistry department continued to occupy the first floor until 1906 when it secured the use of the whole building. When it was finally judged

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

too hopelessly inadequate for the chemistry department in 1921, it was taken over by the department of art. The building was torn down in 1929.

In the same issue mentioned above, the *Dartmouth* reported that the first gas light in Hanover was used in Culver hall at a meeting of the state board of agriculture. The gas system was a product of Professor Dimond's genius for work. He installed a plant for making gas from crude oil, and for economy's sake, laid wooden mains to conduct the gas to the college buildings and to private homes. However, the wooden mains leaked and when the gas came in contact with the roots of the trees, it killed a large proportion of the shade trees in the town. Iron pipes were laid to replace the wooden ones but the cost of the gas was extremely high. For this reason, there was a great deal of criticism of the gas company until the introduction of electricity, in 1893, put it out of business.

In spite of the extremely high price of the gas, the company never paid a dividend. A few street lights were set up in 1875, but the town was never very brilliantly lighted. To the faculty, the chief advantage of the gas system was that it made possible holding the five o'clock recitations all the year round, instead of omitting them during the short days of midwinter.

During the time that New Hampshire college was in Hanover, there was difficulty in securing an adequate supply of water. In 1872, Professor Dimond reported that he was continually having trouble with the water supply for the laboratories. Five years later, there was a complaint in the trustees' report that it had been necessary to haul water from the Connecticut river to the farm during the dry seasons. The report of 1876 mentioned a spring from which water was drawn for use in the barn; this spring was near Conant hall. The next year, a suggestion was made that a sufficient supply of water could be secured from Balch hill if money were made available for the necessary equipment. The problem was not finally settled until a reservoir was built north of the village; this became available for use, however, just after the college moved to Durham.

While Culver hall was being built, the college began adding to its property in other ways. According to Professor Dimond, in the third trustees' report, one of the chief needs of the college was an experimental farm. In fact, he asserted, the most effective work of the college was impossible without a large farm which

## THE FORMATIVE PERIOD

could be used both for purposes of instruction and for scientific experimentation. An accumulation of a considerable fund from the interest on the land grant money had resulted because of the delay in starting the classes of the institution. Professor Dimond proceeded to use about \$3,700 of this to purchase 25 acres of land<sup>4</sup> opposite Culver hall.

This purchase was by no means sufficient to fill the needs of the school but Professor Dimond was not the man to hesitate in an emergency. He went ahead and bought the Chase farm of 135 acres with his own money and held it for the use of the college until money could be made available to buy it from him.<sup>5</sup> In the fourth trustees' report, the legislature was informed of this situation and urged to appropriate the \$7,000 necessary for the purchase.

There was a dwelling house and some small outbuildings on the Chase farm but they were in a dilapidated condition. Professor Dimond set to work immediately to repair and improve the buildings. He then moved in and waited for action by the legislature. What he would have done if he had not been able to sell the farm to the college is problematical. If his usual habits are any criterion, he probably would have decided to cultivate the 135 acres in his spare time.

The problem of the farm was solved without the necessity of action by the legislature. The most generous of the early friends of the college, John Conant, made it the occasion of his first gift. Mr. Conant is described by Joseph Walker as having been ". . . a tall, solemn, thoughtful, hard-fisted farmer, whose piety was of the practical kind . . ." He had accumulated a small fortune from farming and wise investments in his home town of Jaffrey and in his old age, decided that he wanted to use his money to help advance agricultural education in New Hampshire. A friend<sup>6</sup> of the college brought the needs of the institution to his attention. In the fall of 1870, Mr. Conant went to Hanover to meet the men

---

<sup>4</sup> This extended from East Wheelock street south between Crosby street, which had not been cut through at the time, and Park street; this purchase included all the land now occupied by the gymnasium and the athletic fields.

<sup>5</sup> This land lay on the south side of East Wheelock street, from Park street to Balch hill.

<sup>6</sup> Probably Mr. Walker himself because he says in one place that the "friend" went to Hanover with Mr. Conant, and in another place that he [Walker] was there during the visit.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

who were running the college and to look over the situation himself for he "was a man whose faith was governed largely by his sight."

Joseph Walker's account of the visit continued:

"They [Conant and the friend] were met at the station, one day about noon, by Professor Dimond, and taken in a very plain, open wagon to his modest one-story house, on what afterwards became the college farm. Here he [Conant] found extreme neatness, simplicity of furnishings, and a good dinner.

"Inwardly fortified by the latter, the old gentleman asked to be taken over the farm. It was ere long evident that he liked the looks of things. Watching his opportunity, as the professor's attention was turned aside; he said confidentially, and in an undertone to his friend, 'The professor says that he bought this farm to secure it for the college, and that, if I want it for the college, he will sell it to me for its cost and interest. I am thinking about buying it.'

"Later in the afternoon, the friend was again taken aside, and confidentially told, 'The professor tells me that since he has bought this place he has laid out about \$200, exactly how much, the bills will show, in painting, papering, and otherwise repairing the house. Do you think I ought to pay for those repairs?' To the remark that it seemed reasonable that he should, he thoughtfully replied, 'I think so myself.' Later still in the day, the immaculate tea service of Mrs. Dimond, and the frank conversation of President Smith, who had been invited to meet Mr. Conant, seemed to deepen his favorable impression.

"The next morning, in his solemn way, he said to his confidant of the day before, then about to leave him, 'I shall buy this farm and give it to the college. I may do more but I want first to give \$10,000 I have promised to give to the New London Academy, and get from its trustees a moral discharge. They expect I shall do more but I haven't agreed to and I shan't.'"

Mr. Conant was as good as his word and bought the farm at a price which included the original purchase price with interest

## THE FORMATIVE PERIOD

and the cost of the repairs which Professor Dimond had made.

In his memorial sketch of Professor Dimond's life, Mr. Walker adds a detail which indicates that Mr. Conant was already planning further gifts. He says that Mr. Conant remarked the next morning that the agricultural students, who were then boarding and rooming at different places in the village, wherever they could find accommodations,

". . . should have some place in which to live. I will give \$5,000 toward the twelve which would probably be required for building a suitable farm and boarding house, if the state will give the other seven. That, with the farm, will make \$12,000 that I will offer now. Perhaps I may hereafter do something more."

This apparently is the \$5,000 offer which made William Wheeler's speech at the dedication of Culver hall the following spring such a success.

This was Mr. Conant's only visit to Hanover. He stayed three days and must have seen enough to convince him thoroughly of the value of the new school for his gifts totaled nearly \$70,000 during the six remaining years of his life. He was 80 years old at the time of this visit but he retained an active interest in the college and carried on a frequent correspondence with various people connected with it.

The second building constructed at Hanover for the use of New Hampshire college was named after this early benefactor of the institution. The legislature appropriated \$12,000 for Conant hall at the sessions of 1871 and 1872, but the actual construction did not get under way until May, 1873. Dartmouth offered a site for the building, but the offer was rejected because the proposed location was too far from Culver hall and the farm. Instead, the trustees of New Hampshire college bought the Allen lot, and with part of it, provided for a new street, which is the present Crosby street, from East Wheelock street to Lebanon street. Conant hall was built on the northeast corner of this lot, where Topliff hall now stands. The new building was opened in the fall of 1874.<sup>7</sup>

The first floor was used for a dining room where about 135 students from all the schools secured their meals at a cost of \$3.25 a week. Professor Dimond had figured, originally, that the cost

---

<sup>7</sup> The total cost of Conant hall was computed to have been \$22,358.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

could be kept down to \$2.50 or \$2.75 a week by the use of produce from the farm, but even at the higher price, the Conant dining room never paid its expenses. For several years, it was let out to a Mrs. Durgin who ran it with rigid economy. The upper floors were a dormitory where rents ranged from \$15 to \$25 a year for double rooms.

John Conant was determined that the full income from his scholarships should be used each year. On October 6, 1874, he made an agreement with one of the trustees, William P. Wheeler of Keene, New Hampshire, to the effect that,

"If additional scholarships are not wanted, any surplus remaining may be used in rendering further aid if required, either in the form of a gift or of compensation for labor, to students who propose to devote themselves to agricultural pursuits."

In a letter to President Smith, written the following January, Mr. Conant specified that one of the ways in which he wanted the surplus income to be employed was in providing free rooms in Conant hall.

In all his correspondence, Mr. Conant was careful to repeat the condition that his money was to be used only for students who intended to follow agriculture as an occupation. Whether this actually operated to eliminate those who took the mechanical course from the benefits of the Conant fund, there is no way of discovering. Since only about a third of the graduates became farmers, strict observance of the letter of the rule would have placed a heavy limitation on the use of the funds.

Dartmouth college bought Conant hall when the Agricultural college moved to Durham and renamed it Hallgarten. It continued to be used as a dormitory but became increasingly unpopular with the students as it grew older and so acquired the nickname of "Hellgate." It was torn down in 1925. The annex to Hallgarten, a small, square, brick building, formerly used as a kitchen, still stands behind Topliff hall and is used only as a storehouse. It is the only survivor of the college buildings used by New Hampshire college during its stay in Hanover. The Experiment station building and several houses used by faculty members are still in use, however.

Professor Dimond, during his term as business manager of the college, supervised the construction of some smaller buildings

## THE FORMATIVE PERIOD

as well as that of Culver and Conant halls. In his report for 1869, which has been mentioned before, he made a plea for an experimental machine shop.

"The Mechanic Arts [he wrote] are placed upon an equal footing with Agriculture, and we need a small experimental machine shop as much as an experimental farm. We cannot, if we would, separate these two great interests in our State, nor can any man tell us which is the more important."

A small, two-story frame building was built near Conant hall. It was apparently designed originally to be used for the mechanic arts, but no equipment was forthcoming, and no philanthropist interested in the mechanical courses was found to follow the example of John Conant, so the building, under the name of Allen hall, was converted into a dormitory.

In 1875, the legislature gave the college \$5,000 to build a new barn behind the farm buildings. When it was completed it was 50 feet by 100 feet in size and was considered a model barn. The farm house had originally been a square one-storied wooden cottage with a large central chimney and a small kitchen addition at one end. It was enlarged by the addition of a second story and was used as a residence for the farm superintendent after Professor Dimond's death.

\* \* \*

The contest for students was extremely sharp in the eighteen-seventies and eighties. This was a real problem even for colleges with established reputations. Dartmouth did not begin to approach its present size until the administration of President Tucker who assumed office in 1893. Under President Smith and President Bartlett, the Dartmouth student body remained between 300 and 400. With new and untried institutions like the Agricultural college, the securing of students was even more of a problem and every possible means was used to secure entrants. During vacations, according to the traditional story, Professor Pettee and Professor Scott traveled about the state with a horse and buggy and talked to prospective students wherever they might be found.

The endowment of the Conant scholarships, which were given on the basis of \$1,000 for each town in Cheshire county, with \$2,000 for Mr. Conant's native town of Jaffrey, made that county

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

a particularly advantageous part of the state in which to find new students. With such an inducement to offer, the officials of the college carefully canvassed Cheshire county every year. The income of the Conant scholarship fund was to be used for the tuition of students majoring in agriculture and was available for students from Cheshire county. There were also 12 state scholarships that covered tuition; one of these was available for a student in each senatorial district.

Although the entire student body never exceeded 33 before 1880, a total of 34 or more scholarships were offered for in-state students each year. Moreover, many of the students came from other states, especially from Vermont and Massachusetts; in fact, nearly half of the total graduates of New Hampshire college before 1877 were from out of the state even though the out of state students were not eligible for scholarships. It was extremely important to have the classes filled because the college was too poor to suffer the serious loss of income that resulted from having the tuition funds stand idle. The state scholarships represented an irrecoverable loss of income to the institution if they were not used. In almost every trustees' report, therefore, the members of the legislature were urged to help find students for the college. The tuition income from the 34 available scholarships amounted to over \$1,000 a year; this sum was a sizeable addition to the college's income of \$4,800 a year from the land grant fund.

If New Hampshire college had been organized like Cornell university, so that it could give instruction in any course which the student might want, the task of building up classes might have been much easier. The agricultural course was, however, more than a little suspect and was subject to a great many jokes as well as considerable snobbery.

New Hampshire college was one of the poorest of the land grant institutions. In an article written in 1884, entitled, *Agricultural Education Historically Considered*, Professor Scott wrote:

"In income, Cornell heads the list with \$230,000. Next comes the University of California, with a yearly income of \$100,000 . . . It has received from the state \$35,000 for its library, nearly half a million dollars for buildings and over a million for general expenses. . . . The income of \$4,800 received by the state college of New Hampshire is the smallest income received by any one of the colleges doing independent work."

## THE FORMATIVE PERIOD

This is not an entirely fair comparison because New Hampshire did have the advantage of Dartmouth's equipment and the help of some members of the Dartmouth faculty at a very low cost.

The Dartmouth connection, however, did have the effect of restricting the state college's curriculum without providing a counterbalancing amount of more general courses. Professor Scott, who could speak from experience, expanded this point in another part of the article which is quoted above:

"A second plan for establishing the new college was to place it beside an existing institution, but to keep funds and students distinct. The advantages urged are evident—libraries, museums, instructors at nominal prices, and the reputation presumably gained. On the other hand, there has been an unfortunate current belief that agricultural students so situated are subjected to petty insults, that new institutions are overshadowed by the old, and unnoticed by those who bestow their money upon colleges, and that they are frowned upon if they show too much inclination to grow. It is quite certain that no college situated thus can teach agriculture successfully if devoid of two conditions. It may use instruction from the other college, but it must have an independent faculty, who are thoroughly in sympathy with the work, and it must give an education upon the basis sufficiently broad to give its students an assured position."

How well this worked out in practice, it is not possible to say. President Smith took the position that one college helped the other in both instructors and buildings. Thus, Professor Diamond conducted the chemistry courses for both colleges, and of the first three new buildings which were constructed on the campus at Hanover after 1869, two existed because of the Agricultural college.

The *Dartmouth*, in its issue of March, 1869, printed an article opposing a proposal which it said had been made, even at that early date, to remove the Agricultural college from Hanover because the tastes and interests of the classical students were so far removed from those of the agricultural students. The writer of the article felt that the state owed more to the college than the college owed to the state and claimed that there was far more

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

sympathy toward agricultural education in Hanover than in most farming communities because college men were likely to have a fuller appreciation of what the advances of science could mean in their practical application. No single article could represent the opinion of everybody, however, and there were some whose ideas varied widely in both directions.

A more serious criticism of the agricultural course appeared in the *Dartmouth* of April 20, 1876. An anonymous correspondent wrote a letter to the editor objecting to the continuance of the Agricultural college in connection with Dartmouth. He criticized the requirements for admission and for graduation and laid particular stress upon the fact that it was possible for agricultural students to receive the same degree as the students of the Chandler school in spite of the differences in standards which existed.

The tone of the letter created a great deal of resentment. The administration took immediate steps to establish a censorship over the paper and the argument was not resumed in the columns of the *Dartmouth*. However, the opinion which was held by a considerable number of both students and faculty had been brought into the open, and it was apparent to many that there was a great deal of truth behind the criticism.

The requirements for admission to New Hampshire college were given in the first trustees' report as, ". . . good moral character and a mastery of the branches usually taught in our common schools." This was expanded in the next report to include examinations in English grammar, geography, and arithmetic. It was not until several years later that United States history was added to this list, followed by algebra through simple equations. These standards were considerably lower than those of the Chandler school. In addition, the Chandler school course comprised four years' work while the agricultural course required only three.

In the second trustees' report, the academic year was divided into two terms: a fall term, from September 4 to Thanksgiving, followed by a winter vacation of six weeks, and a spring term, ending on the next to the last Thursday in April. The summer term was omitted in order to allow the students to work at home, and for that period, projects in practical farming were assigned. In some instances, however, the summers were used to earn money for the students' expenses at college; this was a practice which the college authorities encouraged.

## THE FORMATIVE PERIOD

The idea of a summer recess was relatively new, for practically all the colleges had a summer term. At Dartmouth, the winter was considered the better time to make extra money, for a large proportion of the students were in the habit of teaching in small country schools during the winter vacation. President Smith, in 1866, reformed the academic calendar for Dartmouth. He shortened the winter recess and arranged the college calendar much as it now is. However, students who needed to teach in order to earn money for their college expenses were excused during the winter with the understanding that the work missed should be made up.

The Agricultural college arranged its calendar to meet the needs of its students and thus had two terms totaling 28 weeks. This was considered a very strange arrangement by the advocates of the classical curriculum. As this academic year of 28 weeks continued in use in New Hampshire college until 1877, the faculty were able to make good use of the summer vacation. They visited around in the state, gave lectures, and interviewed possible students.

The second trustees' report also included an announcement of the course of study to be followed. It was entitled *Programme of the Several Terms*.

"The following is the outline of the course of study for the several terms, subject to such changes as experience may show to be desirable:—

### "FIRST YEAR

*Fall Term.*—Algebra; Botany; Chemistry; History; Book-keeping.

*Spring Term.*—Algebra completed; Systematic Botany; Animal and Vegetable Chemistry; Geometry; Rhetoric.

English Composition and Declamation through the year.

### "SECOND YEAR

*Fall Term.*—Practical Botany; Zoology; Comparative Anatomy; Analytical Chemistry; Trigonometry; French.

*Spring Term.*—Natural Philosophy; Physiology; Geology; Mineralogy; Evidences of Christianity; French continued.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

English Composition and Declamation through the year.

Lectures during the year on Farm Implements, Mechanics of Tillage, Drainings, and Fencings.

### "THIRD YEAR

*Fall Term.*—Physical Geography; Surveying and Mensuration; Astronomy; Meteorology; Agricultural Chemistry; Agricultural Zoology.

*Spring Term.*—Intellectual Philosophy; Moral Philosophy; Political Science; Chemistry continued, with laboratory practice; or, at the option of the student, Practical Mechanics; Zoology continued, with the same option.

English Composition and Declamation through the year.

Lectures during the year on Rural Architecture, Rural Economy, Landscape Gardening, and Aesthetics of the Farm.

Military Tactics through the whole course.

A Bible Exercise once a week during the whole course."

This announcement was more impressive than the actual courses given, for it was several years before instruction was offered in some of the subjects included in the list. For example, French was not taught until nearly 20 years after the first class entered New Hampshire college. Military tactics, though required by both the Morrill act and the act of the New Hampshire legislature incorporating the college, had to wait nearly 30 years, until the college moved to Durham. It was impossible to consider assigning an army officer to command a group of students which never exceeded 50 persons and was ordinarily nearer half that number. Until suitable instructors could be found for some of the subjects, members of the staff filled in as best they could, or members of the Dartmouth and Chandler school faculties taught the courses.

Dean Pettee used to relate that, during his second year at the Thayer school of Civil Engineering, he was approached by Professor Dimond and asked to teach a class in meteorology in the Agricultural college. Mr. Pettee replied that he had never studied meteorology and knew nothing about it.

## THE FORMATIVE PERIOD

"Well, that's all right," said Professor Dimond. "You can keep ahead of the boys." Whatever the arrangement was, Mr. Pettee accepted the offer, largely because the pay was welcome at the time. Later, he was added to the college staff as professor of mathematics but he carried on the teaching of meteorology as a side interest for 52 years.

Benjamin T. Blanpied, as instructor in chemistry and natural history, was added to the faculty in 1871 to assist Professor Dimond. He was raised to the rank of associate professor in 1875 and after Professor Dimond's death, became professor of chemistry, from 1877 to 1879, and also became business manager of the school although with somewhat lighter duties than those of his predecessor.

The announcements of the college twice stated that a degree other than that of bachelor of science would be awarded. The third trustees' report mentioned the degree of bachelor of philosophy as the one to be given. In the twelfth report, it is given as that of bachelor of agricultural science. The first proposal may have arisen out of Professor Dimond's leaning toward the industrial university idea, and the second may have been a move in the direction of appeasing the critics who were comparing the Agricultural college adversely with the Chandler school. Neither of these degrees, however, was ever given.

\*     \*     \*

Dean Pettee has left us a brief but amusing description of the life of the students at Dartmouth. It is similar to the conditions under which the agricultural students lived, at least, until the superior accommodations of Conant hall were ready.

"I was graduated from Dartmouth college in 1874, just three years after the first class of three men was graduated from our own institution, which was then at Hanover. Dartmouth at that time was a poor man's college. In the seventies, all dormitory rooms were heated by stoves. Students usually bought their coal in 500 pound lots. The coal was dumped at the rear of the building and was carried in, in coal hods by the students. For upstairs rooms, a pulley, with a rope attached, was suspended above a rear hall window, and one student would work below, filling the hods, a second at the window, drawing up full hods and low-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

ering empty ones, while a third carried the coal to the rooms.

"Water was brought each morning in pitchers or pails from a well on the campus, at an average distance from the dormitory doors of about 100 feet. Often steps were saved by throwing slops from the dormitory windows.

"Toilet facilities were provided in an unheated, unfloored brick building about 10 by 70 feet, located in the rear and at an average distance of about 100 feet from the dormitories. Water was heated on top of the stoves in the students' rooms as it was needed for baths which were usually accomplished by use of a foot tub. With temperatures of 40 degrees below zero not at all uncommon in December and January, no one would, I presume, consider the facilities extravagant even for the seventies of the last century. In those days table board was \$3 a week; room rent varied from \$25 to \$40 a year. Students bought necessary furniture at second hand, and sold it on graduation. Though I never heard of a freshman being persuaded to buy a radiator in his room or a reserved seat in Chapel, I have heard many stories of other ways of taking advantages of freshmen by trading furniture. Human nature has changed little from that time to this.

"Kerosene student lamps were the fashion for light whenever finances allowed the extravagance. Otherwise a cheap kerosene lamp sufficed. Unskilled labor was worth \$1.25 per day of ten hours. An occasional student helped pay his way through college by sawing and splitting wood which was then in common use by many families. One such hard-up student took his best girl home with him over a short vacation. Reaching White River Junction by train at noon, the boy ordered for lunch one dish of baked beans with two spoons. The two ate together to the great amusement of a crowd of students present. In those days many students paid their way by teaching winter schools and haying in the summer. Personally I stayed out my sophomore winter and taught a school of 45 scholars

## THE FORMATIVE PERIOD

with all grades from a b c's to algebra, Latin and Greek. I had 27 recitations a day, two of which came after school. Beside the above I practiced the boys on adding tables while the girls were having their ten minute recess, and vice versa with the girls in their turn.

"In those days New Hampshire had a prohibition law. For years it was a dead letter in the cities and some of the towns, so that liquor was quite easily obtained. This continued for a number of years until finally the legislature passed a local option, high license law, which compelled every town to vote every two years on whether they would have license. This lasted only a few years, after which the state returned to state-wide prohibition.

"From the earliest colonial times the use of some form of alcoholic stimulant was considered the prerogative of the educated gentlemen. Early college songs abound with references to drink. No social occasion was complete without some stimulant. It is doubtful that prohibition would have made the progress it has if it had waited for leadership from college students. We are not surprised therefore to find a considerable group of heavy drinkers in college in the seventies, even under prohibition. Of 82 who graduated in 1874, ten were heavy drinkers; that is, they participated in drunken carousals or, as the boys said, went on a bat, every few weeks. Generally it was group drinking, but one young man every two or three weeks, quite regularly, went off by himself and lay drunk over the week-end. Beside the above ten there was an equal number of light drinkers who intended to keep sober, but occasionally went over the line. A few others were not averse to a glass of beer on rare occasions."

There was a more serious side to student life in Hanover than one might judge from Dean Pettee's account and part of this centered around the use of the library facilities available there. A number of different libraries existed in Hanover in the eighteen nineties. The two literary societies of Dartmouth college had their own library and the different schools had their separate collections. At the beginning of President Smith's administration,

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

the collections totaled about 36,000 books, of which about half were in the Dartmouth college library. Prior to this time, the library of the college had been open to students only on infrequent occasions, but they were now permitted access to it for an hour and a half a day.

In 1874, all the collections in the college were combined, and a full-time librarian was employed, whose salary, with the other expenses of the library, was to be paid from a fee of six dollars which was collected annually from all the students. The first librarian under this arrangement was Clarence W. Scott, class of 1874 of Dartmouth college and later professor of English language and literature in New Hampshire college. However, the Agricultural college collection, which included nearly 2,000 volumes by 1874, was not housed with the rest of the collections until after the construction of the Wilson library in 1885.

Student labor was employed quite extensively on the college farm and was not confined to agricultural students alone. The rate of pay was fixed at 15 cents an hour. In the trustees' report for 1875, the following sums are listed as having been paid to students during the previous two years:

"	1873-1874	1874-1875
Agricultural	\$478.	\$708.
Academic	218.	262.
Medical	48.	318.
Thayer school	84.	10.
	<hr/>	<hr/>
	\$828.	\$1,298."

With each report dealing with student labor, President Smith was careful to point out that students of all the schools were working side by side, and to affirm his belief that this would contribute greatly to the improvement of relations between the agricultural students and the others.

The same result was indicated as likely to follow from the association of all the students in the dining room at Conant hall. One example of this occurs in the same report for 1875 where President Smith stated,

"Professor Dimond says, 'I have been obliged to refuse numerous applications from the most worthy young men in all the departments of the college, because our funds are too limited to employ them all.'

## THE FORMATIVE PERIOD

Had we \$2,000 to spend annually in the improvement of our farm and other premises, every dollar of it could be given to deserving young men for labor; and the service rendered would, in a majority of cases, be more profitable than that obtained from other classes of laborers.' There are incidental benefits resulting from all this, which will not escape the notice of thoughtful men. Such is the friendly commingling of the students of all the departments, and the tendency to make labor honorable in the eyes of all. Honest industry, in whatever form, has never been disreputable at Dartmouth college, and it will certainly be none the less so for the peculiar opportunities furnished by the agricultural department."

Whether the desired result was obtained would be hard to say. The agricultural students did not associate much with the others in Hanover, and the former were not eligible for membership in any of the Dartmouth undergraduate organizations. The *Dartmouth* had editors from the Chandler school but not from New Hampshire college. There is some indication that the agricultural students participated in the organized athletics of Dartmouth although these were rather sporadic and did not result in much competition with other colleges.

An attempt was made by the New Hampshire college students to set up an organization like the Dartmouth student societies. This was the Culver Literary society which was included for the first time in the annual known as the *Aegis* for 1872-1873. The society had 21 members, all from the agricultural college, and its officers were,

"President: J. Fred Smith, '73  
Vice-President: Henry A. Sawyer, '74  
Treasurer: Irwin O. Wright, '75  
Directors: Charles H. Tucker, '73  
                Millard F. Hardy, '74  
                Gilman W. Davis, '75"

Like its models, the Culver Literary society started a library while at Hanover, but it never compared in size with those of the United Fraternity and the Social Friends. The purpose of the society was defined as,

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

"... improvement in elocution, composition, and debate, as well as for the improvement of our general knowledge, in the pursuit of which we intend to keep strictly in view the welfare of the Society as well as the tone of the institution of which we are members . . ."

At meetings, members read essays, largely on subjects related to the curriculum, which were then debated and discussed. These papers, with the addition of some items of news, personal items, editorials, and jokes, were copied out in long hand and circulated among the students under the name of the *Culver Literary Journal*. The earliest surviving copy of this ancestor of all our student publications is volume 2, number 1, October 2, 1872. Its 28 pages included a poem, *The Joy of the Absent*, six essays with such titles as, *Trees*, *Rubber*, and *Mount Monadnock*, and two pages of jokes. After 1876, the *Journal* seems to have been allowed to lapse, for we have no copies of any such paper from that time until the move to Durham.

There is some reason to suspect that the society also was a medium for a certain amount of hazing although little is said about such actions. At no time during President Smith's administration was there any report of disciplinary action of a serious nature against any of the students of New Hampshire college. On the contrary, the president's reports are eloquent in praise of their conduct and of their devotion to their studies. Probably one very good reason for this was that the students were, as a rule, quite poor and could afford neither the time nor the money for any large scale deviltry.

\* \* \*

The formative period of New Hampshire college ended with the death of Professor Dimond on January 6, 1876, and the resignation of President Smith which took effect on the first of the following year. President Smith lived only a few months after his resignation, suffering from a serious and lingering illness which caused his death on August 16, 1877. This year brought still further losses to the young college with the deaths of two trustees: William Wheeler, who had been chiefly instrumental in drawing up the contracts with Dartmouth college and had been one of the most active of the trustees, and Chester B. Hutchins of Bath who had served on the board for ten years. On April 6, 1877, John Conant died at the age of 87. He was the most generous bene-

## THE FORMATIVE PERIOD

factor of the college while it was in Hanover, and his gifts are a lasting memorial to his interest in the advancement of agricultural education in his native state.

Professor Dimond had been feeling the effects of his long period of overwork and in the fall of 1875, asked for a leave of absence to enable him to recover his health. Recovery, however, was out of the question for he was suffering from an incurable tumor of the brain. President Smith, speaking at Professor Dimond's funeral, said, "He has accomplished in a little more than seven years the work of an ordinary lifetime." Unfortunately, such a record did not shield him from adverse criticism.

The trustees' report for 1876 stated that Professor Dimond's care of the farm had been excellent, "despite certain false reports maliciously originated and circulated." Moreover, in the reports for the year after his death, a committee of two, consisting of Dr. Edward Spalding and George W. Nesmith, which had been appointed to go over his accounts, said that,

". . . a thorough investigation satisfied the committee of the correctness of Professor Dimond's accounts and claims and the complete honesty and integrity of the man."

The sum of \$4,075.72 was due his estate from the college and this was later paid to Mrs. Dimond. The rumors touching his honesty were caused by the fact that he was forced to carry the whole financial responsibility for the school, and in his habitual down-right manner, was accustomed to buy supplies as they were needed without a good deal of red tape that would have been involved in a thoroughly business-like procedure.

John Conant had been disturbed by entirely different charges against Professor Dimond. In a letter which Mr. Conant sent to President Smith, as well as to all of the trustees, in 1875, he wrote that he had just heard that Professor Dimond suffered from epilepsy and so considered him unfit for his position.

"One of the students [he stated] wrote me a few days since that they had good profs as other Departments, and that all was right except the want of right man at the *head*: he wrote the management of the farm he thought rather shiftless; & wrote that I suppose you have seen the piece in the paper about Dimond's potatoes, that it is all true only a little more so."

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

This last item was stated more specifically farther on in the same letter where it was charged that two acres of potatoes and 20 bushels of beets froze in the ground as a result of neglect and that Professor Dimond would neither dig them nor let them be dug although students offered to do the work.

Although such a report as this must have outraged the thrifty New Hampshire farmers, the trustees clearly considered that the errors of judgment were, at most, of minor importance and that the rest of the criticisms were almost totally false. There is no indication that Professor Dimond's request for a leave of absence was anything other than voluntary. The marvel is that the criticisms of his work were so few when his accomplishments were so great.

## *The College in Hanover*

### CHAPTER III

The death of Professor Dimond and the resignation of President Smith necessitated a general examination of the condition of the college before new officers assumed control. Professor Dimond had carried most of the responsibility, but the growth of the college and the gradual expansion of its work required that this be divided among several men.

Professor Blanpied, who had been serving as associate professor of chemistry, took over the duties of business manager of the college and superintendent of the farm when Professor Dimond's illness forced him to request a leave of absence. This arrangement worked fairly well as a temporary expedient during the summer vacation when classes were not in session, but it soon became apparent that the appointment of a farm superintendent was an absolute necessity. Accordingly, at a special meeting of the board of trustees, held in August, 1876, the qualifications of various candidates were examined, and Jeremiah W. Sanborn of Gilmanton was unanimously chosen.

Professor Dimond had urged several times that such an appointment be made, and the board of trustees, aware of the problems connected with the management of the farm, felt that Mr. Sanborn was an extremely fortunate choice for the position. He was a comparatively young man with an excellent background of training and experience and had great energy and enthusiasm for his work. He was a member of the state board of agriculture and had traveled throughout the state lecturing on agricultural topics so that he knew the farms and farmers of New Hampshire as few others did. His ability as a speaker had made him popular, and his wide acquaintance with the political leaders of the state made him an asset to the college.

Within a few months after his arrival in Hanover, Mr. Sanborn had completed a thorough survey of the farm and its equipment and had launched the series of experiments which were to make his name widely known. In his first report, that for 1877, the college farm was described as containing 77 acres of fields and 251 acres of pasture and woodland. The fields contained from 70 to 80 percent clay, but the soil was rich and capable of pro-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

ducing heavy crops. Professor Dimond had begun the work of underdraining part of it, but much more remained to be done. The pasture and woodland extended back onto the hills, and while it was not as good soil as that of the fields, it was excellent for the purposes to which it was then put. Mr. Sanborn pointed out that the productive capacity of the farm had evidently been much improved since the state had come into possession of it.

The farmhouse was one of the oldest houses in the town and had neither a dairy room nor a suitable place for building one. The barn was adequate to take care of the stock on the farm and also for providing storage space for produce and fodder. It had been considered wise to go into debt in order to increase the stock on hand because the very low price of fodder made the prospects of profit greater from feeding the hay to the stock than from selling the crop. The college had received gifts of a Durham bull, a Jersey bull, and a Devon heifer. All were fine blooded stock, and with a few more additions, the college herd could be expected not only to pay its own way, but to yield a profit to be used for the purchase of necessary equipment for the experimental work.

The most important function of the farm, in Mr. Sanborn's opinion, was the experimental work which he planned to carry on.

"A new theory or practice [he wrote] that promises well and commends itself after careful consideration should be tested whether the immediate result affords profit or not; for negative results will often pay better than positive ones, in that it is done for many farmers of the state. If a success, and the farmers have confidence in the management, a more active and general adoption of it will take place."

Among the problems which he had begun to investigate were the effects of temperature on production, so as to encourage ample protection for the stock during cold weather, the relative value of bran, meal, and other feeds, and feeding formulae planned for low cost and maximum results. The first research work of New Hampshire college is significant if only because it antedated the Hatch act by many years.

Mr. Sanborn carried on outstanding experimental work during his seven years' association with the college though much of his work could not attain the degree of accuracy of that done by a

## THE COLLEGE IN HANOVER

well manned and well equipped modern experiment station. His opinions were widely known and quoted, not only in America but also in Europe. He lectured in towns in the state, and his lectures to the students of the college rapidly assumed the character of complete courses. It soon became apparent that he would make an excellent professor of agriculture. Unfortunately for New Hampshire, however, a very flattering offer came to him from Missouri. The salary offered was double what New Hampshire could pay, and he was also offered the headship of a department. He accepted the position and continued his work in the West with remarkable success.

Several changes in the faculty were made after Professor Dimond's death. Professor Blanpied's promotion has already been mentioned. Henry C. Jesup was promoted from instructor to professor of botany and natural history in 1877. He held the same position in the Chandler school; and when the state college moved to Durham, he decided to remain in Hanover and resigned from the agricultural faculty. Charles Holmes Pettee, who was already teaching a class in meteorology, was appointed instructor in mathematics in 1876 and professor of mathematics and civil engineering in 1877. He was a graduate of Dartmouth in the class of 1874 and had earned the degree of civil engineer at the Thayer School of Civil Engineering. The biography of this teacher is really the history of New Hampshire college for, as professor, dean, and acting president, he was an active and important figure in the life of the institution for 62 years.

George W. Nesmith was elected president of the board of trustees shortly after the resignation of President Smith. Judge Nesmith had served as a member of the boards of trustees of both the state college and of Dartmouth for a number of years. He had been active in the political life of the state from his youth and had a great deal of prestige with all of the citizens. His opinions carried great weight so that his work on behalf of the college was invaluable during its uncertain early years.

When President Bartlett of Dartmouth took office, he was also elected president of the faculty of New Hampshire college but did not receive the honor which had been given to his predecessor, that of election to the presidency of the board of trustees. Judge Nesmith continued to hold that position until his death in 1890. The reason for this change of policy is not fully known

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

but it may have been due to the belief that President Bartlett would not be able to give as much time to the Agricultural college as President Smith had. The latter had, in fact, been mildly criticized by a few Dartmouth men for devoting too much of his time and attention to the Agricultural college at the expense of his own health. Whatever the reason, President Bartlett had comparatively little power in the affairs of the state college, and most of the administrative functions were carried out by Judge Nesmith or Professor Blanpied or, after 1888, by Dean Pettee.

The board of trustees, in 1877, began a policy of limiting as much as possible the amount of instruction offered by men who were not regular members of the New Hampshire college faculty. The trustees explained that it was their purpose to secure a group of permanent professors in the agricultural department and also reduce, to some extent, the cost of teaching, for while the former system had provided a larger variety of teachers and courses,

". . . yet the instructors were not specially identified with our college, nor could they be held strictly accountable for the standing of the students who were under their individual tutelage and instruction for only a few hours in the week."

Under this new plan, the list of the faculty of New Hampshire college, according to the trustees' report for 1879, included, in addition to the three professors mentioned above, Charles F. Emerson, instructor in natural philosophy, the Reverend Daniel J. Noyes, instructor in political economy, Clarence W. Scott, instructor in the English language and literature, Frank A. Sherman, instructor in drawing. These four men taught only part time, and it was several years later before New Hampshire college was able to provide instructors in all the necessary courses from its own faculty.

In order to have more control of the administration of the college funds, the trustees voted in 1877,

". . . that no teacher or officer of the college should have any authority to contract any debt binding the corporation for any sum whatever, unless authorized by a special vote of the board of trustees, at a legal meeting, and an appropriation made therefor."

This, with the other changes which had been made, inspired the hope that the institution might soon be made self-supporting.

## THE COLLEGE IN HANOVER

The debts outstanding were estimated at \$6,000, and if they could be paid, the trustees believed, although they did not have the figures available to prove it, that the current income would be enough to meet all expenses. If help could be given by the legislature toward the payment of this debt, as well as for a few additional expenses, it was expected that the chief financial problems would be solved. The most important of the minor expenses was the need for about \$500 worth of surveying and mathematical instruments which were being borrowed from Dartmouth.

The legislature came to the aid of the college and appropriated \$3,000 a year for six years. Of this, \$1,000 a year was to be used toward payment of the college debt; \$1,000 for the salary of a farm superintendent; and \$1,000 toward the cost of building a new farmhouse. With this assistance, the trustees were able to report that the college was free from debt in 1881.

The sessions of the legislature were important to the college for other reasons than securing appropriations although the college generally had some problem of finances before that body. The members of the legislature, though thrifty, were rather inclined to welcome the visits of representatives from the college. The June sessions were leisurely and comfortable, and Concord was an extremely pleasant place in early summer. It was easy to make friends in the shade of the State house; subjects of conversation were plentiful and, through these conversations, representatives of New Hampshire college were able to secure students, both from the families and from the constituents of the legislators.

\* \* \*

Although the hopes of the friends of the college for major increases in the student body were doomed to disappointment until after the move to Durham, the institution did grow in other ways under the care of Judge Nesmith and President Bartlett. The school year was lengthened, new courses of study were introduced, and standards were raised. Still, most of the entering students had, at best, only a common school education. This meant from three to five years less preparation than that of the Dartmouth students, and two or three years less than that of those entering the Chandler Scientific school.

The first change was made in 1877 when the school year was increased to 38 weeks to conform to the official calendar of Dart-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

mouth college and the Chandler school. Vacations were to coincide in all the schools and the graduation exercises of New Hampshire college, which had previously been held nearly three months before the Dartmouth graduation, would now occur at the same time. However, the practice of holding the exercises separate from the Dartmouth ceremonies continued to prevail.

In 1881, the trustees voted to establish an optional course of another year, "provided any student may elect the longer course." No degree was given for this extra year but several students took the course during the next ten years.

Two years later, the regular course was increased to four years with a new first year of 28 weeks, which was soon increased to 38 weeks. The entering students were divided between the new first year's work and that of the second year according to the degree of preparation which they possessed.

The change to a four-year course resulted in a revision of the standards for admission. They are given in the catalogue for 1883-1885 as,

"Candidates for the First Year must present testimonials of good moral character, and must pass an examination in Arithmetic, Algebra through simple equations, English Grammar, Geography, and United States History.

"Candidates for the Second Year will also be examined in Algebra through quadratics, Plane Geometry, English Language and Composition, Ancient History, Physiology, and Book-keeping.

"Students coming from academies or high schools will be admitted without examination in certain studies, on the certificate of their respective principals that they are fully prepared in these, but examinations will be required in every study not specially mentioned."

It is interesting to compare this list with the requirements for admission to the Chandler school as given by L. B. Richardson in his *History of Dartmouth College*. The subjects required for admission at the time that school was founded were reading, spelling, penmanship, English grammar, arithmetic, geography, and general history. To this was later added physiology, American history, and all of algebra and plane geometry. The trustees of the Chandler school, however, in 1880, reduced the requirements

## THE COLLEGE IN HANOVER

to algebra through simple equations, thus eliminating the major part of algebra and all of plane geometry. The history requirement was changed at the same time to eliminate all but American history. This action, which was taken in the belief that it was necessary to meet the conditions of the founder's will, met with a storm of protests and the former standards were soon restored.

This list of the Chandler school requirements corresponded roughly with the requirements for admission to the second year of New Hampshire college so that the agricultural course was still a year behind the Chandler school in entrance requirements. This was also true of the requirements for graduation. Though the college was making vigorous efforts to raise its standards, much still remained to be done to bring its work to a higher level.

The system of elective courses was introduced in 1883 though in a limited and cautious degree. These courses were restricted to members of the senior class except for some courses in mathematics which were open to students in the middle year. Other elective courses, for seniors only, were offered in English and American literature, political science, history, analytical chemistry, forestry, veterinary science, dairying, and market and landscape gardening.

The long felt need for better courses in the mechanic arts was not filled until 1886. Lieutenant Thomas W. Kinkaid of the engineering department of the United States navy was assigned by the secretary of the navy, William C. Whitney, to instruct in the mechanic arts at New Hampshire college. His salary was paid by the navy.

The facilities for such work were extremely limited. For years, workshop instruction had been given to all male students of the college in the carpenter's shop of Dartmouth college and this was, of course, limited in every way. In 1887, a frame building, 30 by 30 feet, was constructed near Conant hall. It had to be lengthened to 50 feet the following year, and at the same time, a boiler, engine, and considerable machinery were installed. The college requested and received \$4,500 from the legislature to be used to build and equip this shop.

When the shop was working adequately and when the course was firmly established, Professor Kinkaid resigned from the college faculty and returned to his naval duties. The college hired two men to work in the shop, one an excellent carpenter, the other

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

a highly skilled iron worker. These two men carried on the instruction in the shops, and George L. Teeple was added to the faculty as instructor in mechanical engineering and physics. In 1891, Albert Kingsbury was appointed professor of mechanical engineering and Mr. Teeple became instructor of electrical engineering.

There were four special courses of study offered by New Hampshire college during the last years of the stay in Hanover. There were courses in agriculture, chemistry, mechanical engineering, and electrical engineering; a general course was added to these when it became evident that women were interested in studying at the state college. This general course permitted women students to take a series of elective courses in place of shop work and surveying, which were not considered suitable for them. There appears to have been little expectation that this arrangement would have any particular attraction for men and it was frankly advertised as a "women's course."

The growth of the agricultural work was even greater than the expansion of the engineering courses. After the resignation of Professor Sanborn, Professor Pettee took over the management of the farm for a year. In 1884, George H. Whitcher, a graduate of the Agricultural college in the class of 1881, was appointed to the vacancy. Mr. Whitcher proved a very competent manager and his experimental work, upon which he entered immediately after taking over the farm, was both successful and valuable. He carried on the work which Mr. Sanborn had started on stock feeds and paid particular attention to feeds which could be grown on the farm. He described, in his first report, analyses he was making of various commercial fertilizers and gave some of his results. He indicated that more would be forthcoming as soon as he considered his discoveries to be reliable. The farm superintendent was expected to give lectures in the courses in agriculture; Mr. Whitcher proved so successful that he was made professor of agriculture in 1887.

The Hatch act, passed on March 2, 1887, which established agricultural experiment stations, was a very important aid to New Hampshire college. The work which had been a sideline of the farm superintendent could now be carried on in a far more ambitious way with a staff of full-time workers engaged in a great variety of experiments and aided by the best equipment. The

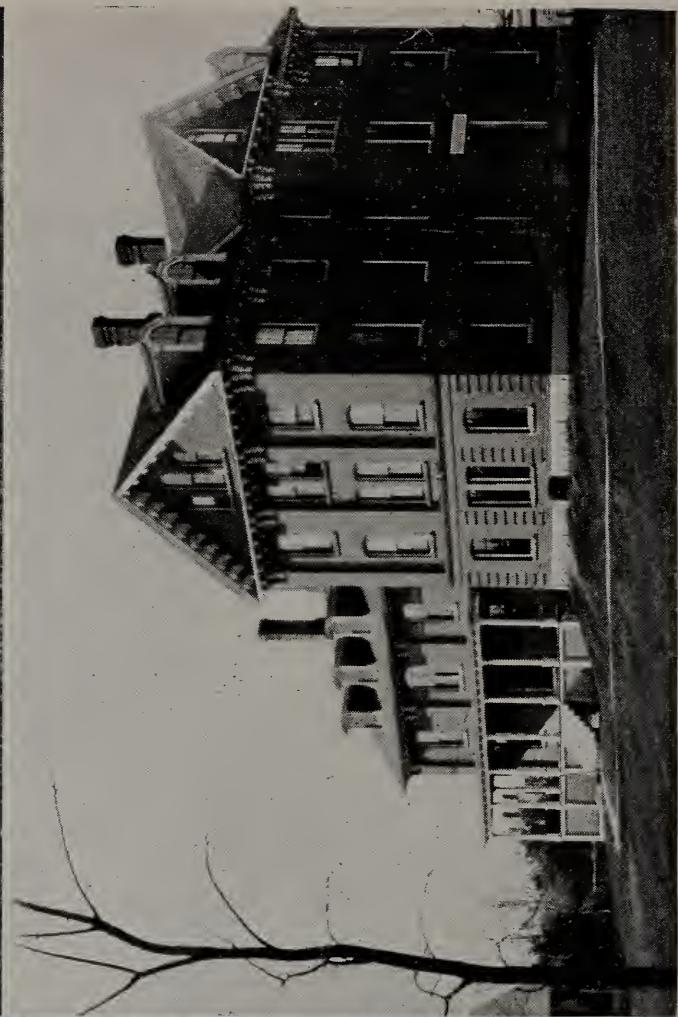
THE FIRST CLASS



COLLEGE BUILDINGS AT HANOVER

*Top Left:* THE FARM BUILDINGS  
*Lower Left:* COTTAGE HALL

*Top Right:* THE EXPERIMENT STATION  
*Lower Right:* CONANT HALL



## THE COLLEGE IN HANOVER

farm superintendent had previously been a combination of experimenter, farmer, and instructor in agriculture. Though some of this continued after the establishment of the Experiment station, a much greater degree of specialization was made possible by the increased staff.

The Hatch act provided,

" . . . That it shall be the object and duty of said experiment stations to conduct original researches or verify experiments on the physiology of plants and animals; the diseases to which they are severally subject with the remedies for the same; the chemical composition of useful plants at their different stages of growth; the comparative advantage of rotative cropping as pursued under a varying series of crops; the capacity of new plants or trees for acclimation; the chemical composition of manures, natural or artificial, with experiments designed to test their comparative effects on crops of different kinds; the adaptation and value of grasses and forage plants; the composition and digestibility of the different kinds of food for domestic animals; the scientific and economic questions involved in the production of butter and cheese and such other researches or experiments bearing directly on the agricultural industry of the United States as may in each case be deemed advisable, having due regard to the varying conditions and needs of the respective states or territories."

The act provided that the federal government would appropriate \$15,000 a year for support of the experimental work and the salaries of employees; it was, however, up to the individual states to construct any buildings which might be needed. Fifteen thousand dollars was a tremendous sum to the little New Hampshire school whose total annual budget did not equal this amount. With this appropriation, the resident staff could be increased and experts in a number of fields could be secured for part-time services.

The organization of the Experiment station began with the choice of a director on February 22, 1888. A building committee was also appointed at the same time; this consisted of S. B. Whittemore, C. W. Stone, and C. H. Pettee. At the annual meeting of the trustees on April 17, a board of control was chosen and definite plans were made for the erection of a new Experi-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

ment station building to contain a laboratory and offices. The first meeting of the board of control was held the next day when a plan of work to be pursued was presented by the director.

Professor Whitcher was appointed the first director of the Experiment station. He had been provided with an assistant on the farm the year before. Albert Wood of Lebanon, a graduate of New Hampshire college in the class of 1885, had been hired as assistant superintendent of the farm at a salary of \$350 a year with board and room. He was placed in charge of the dairy work after the organization of the Experiment station and became associate professor of agriculture two years later.

The first annual report of the Agricultural Experiment station gave the following list of the board of control and of the officers:

### "BOARD OF CONTROL

Hon. Warren Brown, President.

Hon. George A. Wason.

Hon. S. B. Whittemore.

Prof. G. H. Whitcher.

Prof. T. W. Kinkaid,\* Secretary.

### "OFFICERS

G. H. Whitcher, Director.

A. H. Wood, Supt. Dairy Department.

H. H. Lamson, Microscopist.

F. W. Morse,  
E. H. Farrington,  
C. L. Parsons,

Asst. Chemists.

C. H. Pettee, Meteorologist.

T. W. Kinkaid, Consulting Engineer.

J. M. Fuller, Station Farmer.

H. L. Barnard, Clerk.

\* Resigned, and G. H. Whitcher chosen secretary."

The laying of the cornerstone of the new Experiment station building in June, 1888, was honored by the presence of Governor Charles H. Sawyer. The exercises were conducted by the officers of the State grange who used the ritual of the order at the ceremonies. Several hundred farmers from all parts of the state attended. A special train brought the visitors and they were served a "bountiful collation" in the gymnasium by the ladies of the Graf-

## THE COLLEGE IN HANOVER

ton Star grange of Hanover. The whole affair was an excellent method of introducing the Experiment station to the farmers of the state.

Dean Pettee was very much alive to the need for spreading information about all the activities of New Hampshire college. He sent out frequent notices to the newspapers about the work of the school and usually succeeded in having his items printed. He also saw to it that the college was represented at nearly all important farmers' meetings, and in short, lost no opportunity to remind people of the state that their Agricultural college was busy at work, not only for the benefit of its students, but also to aid as many of the people of New Hampshire as possible. He was a member of the Grange and took an active interest in its work. Much of the credit for the fine cooperation between the Grange and the state college should go to Dean Pettee for his enthusiastic work in both organizations. One sample of this early cooperation can be found in a printed circular which was written by him, in 1888, and sent to all of the Granges in the state with the endorsement of the officers of the State grange. It described the college and asked the local organizations to encourage young men in their towns to enroll.

The Granges were of great assistance in the organization of local farmers' institutes. In 1885 and 1887, tours were arranged during the winter vacations to 25 cities and towns in the state. Dean Pettee, Professor Blanpied, Professor Scott, and Director Whitcher, with Robert F. Burleigh, instructor in veterinary medicine and surgery, represented the college at several of these meetings. The institutes were advertised by the liberal use of handbills and posters and drew people from a fairly large radius around each town. There were usually two sessions at these meetings, afternoon and evening; one of the sessions, whenever it could be arranged, was presided over by some prominent local man.

This restricted and tentative effort to bring the work of the college to the people is all the more interesting in that it foreshadows, with remarkable accuracy, the manner in which a great part of the work of the University Extension service was to be carried on 35 years later. Though this service is now operated on a far greater scale, the institution has been fortunate in never losing that closeness to the everyday lives of the people of the state which characterized its early work.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The new Experiment station soon became actively engaged in supplying information to the farmers. In the first report of the station, Director Whitcher outlined a plan of research which placed special emphasis on the improvement of dairy herds, important crops, farm equipment, and on the testing and comparative evaluation of feeds and fertilizers. During this first year, four bulletins were issued with the following titles: 1. *Ensilage*; 2. *Feeding Experiments*; 3. *When to Cut Corn for Ensilage*; 4. *Science and Practice of Stock Feeding*. These were printed in editions of 10,000 copies. The mailing list alone required 7,000 copies of each bulletin, and Director Whitcher commented that new names were being added to the list daily and he expected that the list would soon include 15,000 names.

The second report of the Experiment station contained a number of abstracts of bulletins issued. In addition, there was included as part of the report of the trustees an article by William F. Flint, of the class of 1877, on the trees and shrubs of the New Hampshire forests. This article described over 180 varieties, giving their distribution, relative abundance, and the uses to which they could be put. Five years before, the first state forestry commission had published an extensive report on the condition of the New Hampshire forests in the preparation of which Mr. Flint had participated and on which he drew for most of the material in his article. For a good many years, this was the best statement available concerning the condition of the forest lands of New Hampshire.

\* \* \*

Despite the growth and improvement in the curriculum and the faculty of the college, the problem of securing students remained as serious as ever. In the fall of 1877, not a single student appeared to register as a member of the class of 1880. The college year began and was well under way before one man finally appeared. By this time the catalogue of Dartmouth college was being printed, and in order to include the name of the newcomer, several pages of the catalogue were reprinted at the expense of the instructors of New Hampshire college. It was money wasted, however, for the man dropped out long before the end of the year.

The next episode in the history of the class of 1880 was the most extraordinary of all. In the middle of the school year, a

## THE COLLEGE IN HANOVER

mother and her son came from California to the college. A course was soon arranged for the young man, and he and his mother settled in Hanover. At the end of the college year, they left Hanover and did not return. Likewise, all record of his work in the college disappeared. Even his name was forgotten until, 50 years later, a man who had been a student at New Hampshire college in 1877 visited Durham, and when asked about the phantom Californian, said that his name was Mandeville. Nothing more than this is known about him.

In the fall of 1878, Charles Harvey Hood of Derry qualified to enter the middle year, and thus became the only person to graduate as a member of the class of 1880. Mr. Hood became an extremely successful dairyman and maintained an active interest in his alma mater during his lifetime. His gifts and services to the college will be discussed in a later chapter.

The size of the classes in New Hampshire college fluctuated widely during the entire period in which the institution was located at Hanover. This can be seen from the number of graduates in the classes from 1877 to 1892.

1877 <sup>1</sup>	13	1885	11
1878	3	1886 <sup>2</sup>	6
1879	6	1887	5
1880	1	1888	9
1881	14	1889	7
1882	9	1890	4
1883	12	1891	3
1884	8	1892	4

The total number in attendance in any one year varied from 10 to 50. These fluctuations in the size of the classes produced earnest appeals in the trustees' reports asking for a wider knowledge of the work of the college and of the opportunities offered.

---

<sup>1</sup> New Hampshire college can count at least one Indian among her graduates. Rollin Kirk Adair of the class of 1877 was a Cherokee Indian who received aid from Dartmouth's fund for the education of Indians. After his graduation, he returned to Indian territory to take up farming.

<sup>2</sup> One of the graduates in the class of 1886 was Belezar Stoianoff Ruevsky of Sistova, Bulgaria. He presented a thesis on *Agriculture in Bulgaria*, and after his graduation, he went to Europe to continue his studies in veterinary science. In 1930, he was living in Roustchouk, Bulgaria. He was the first foreign student to attend the college.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

In a letter dated February 18, 1879, the master of the State grange, Dudley T. Chase, gave New Hampshire college his full endorsement. He praised the equipment and the faculty of the school as well as the moderate expense for the course. He then stated,

"The social position of the students is unobjectionable and they are regarded and respected by their comrades, by their fellow-students in other departments, by their instructors, and by the faculty of Dartmouth college for their merits and good conduct. No parent and no young man need fear that the agricultural student will be degraded by his connection with the college."

This, however, was an optimistic view of a part of the situation for the students of New Hampshire college associated very little with the students of Dartmouth college. A certain amount of resentment was caused by the difference in the standards of the schools as well as by the snobbishness of some of the classical students. It would be futile to attempt to place the blame for this on any one group, just as it would be unreasonable to expect complete understanding between groups whose interests, backgrounds, and occupations were so widely at variance.

The Christian fraternity was organized on November 22, 1881, with E. P. Dewey as president, A. E. French, vice-president, and Ziba A. Norris, secretary-treasurer. Later, the list of officers was extended to include three Guardians whose duty was to examine candidates for membership and "be watchful for the welfare of the society . . ." Meetings were held weekly with discussions, lectures, or prayer meetings as part of the programs. A typical meeting was thus recorded by the secretary:

"Met in the English Room with President Dewey in the chair. The first business of the evening was the reading of the secretary's report of the last meeting. Then followed the discussion of when and where to have a business meeting. President Dewey, Mason, and French had more or less to say on the subject. It was finally moved and seconded to have a business meeting at half past six o'clock, and at twenty minutes of seven have a prayer meeting in an other room.

"The meeting then proceeded to attend to the programme for the evening. The first on the same was to

## THE COLLEGE IN HANOVER

have been a declamation; but he not being prepared was excused by the chair and was permitted to read a piece instead.

"The next was the discussion of the following question: Resolved that religion has made greater progress in the last century than in the three preceding centuries."

After listing the speakers on both sides of the discussion, the secretary reported that "The question was decided in the Affirmative by both chair and house," whereupon the meeting adjourned. Records of this society from 1881 to 1893 are preserved in the university library.

The date of the founding of New Hampshire's first fraternity, Q. T. V., is not recorded. The first chapter of this fraternity was established at Massachusetts State college in 1869; it was the second agricultural fraternity organized there. George Whitcher, of the class of 1881 at New Hampshire, remembers that the society held its meetings on the mezzanine floor of Culver hall while he was a student, using a ritual which he believes was worked out by the students. Thus we can only say that Q. T. V. was founded sometime in the seventies and maintained a continuous existence until it affiliated with Kappa Sigma after the turn of the century.

The amount of money available for student aid continued to be plentiful considering the size of the student body. In 1890, the tuition was still only \$30 a year, and 34 scholarships, 22 from the Conant funds and 12 state scholarships, were offered. The tuition was increased the following year to \$60, but the number and value of the scholarships were also increased. The Conant scholarships were increased to 30; these now paid \$40 and tuition or a total of \$100. The number of state scholarships was increased to 24, so that two state scholarships were reserved for each senatorial district. They were worth \$80 each. In addition, it was possible for students to earn money through monitorships, janitorships, and work on the farm. The estimated expenses of the college year 1890-91 were as follows:

	Minimum	Maximum
"Tuition	Free	\$30.00
Library and reading room tax	\$6.00	6.00
Room rent, including steam heating or fuel	18.00	30.00

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Board, from \$2.70 to \$3 per week, for 37 weeks	100.00	111.00
Total	\$124.00	\$177.00

"Room-rent is estimated on the supposition that two students occupy the same room.

"Washing costs from twenty-five to fifty cents per week. Rooms are unfurnished. Students bring bed linen and blankets; second-hand furniture can be bought at low prices, and sold at a slight reduction.

"The cost of text-books, if obtained new, is about \$12 per year. As most of the students sell part of their books, the actual expense is from \$6 to \$10 per year."

Students who received financial aid from the college were subjected to requirements which might seem strange to the modern college man though it was not at all out of harmony with the spirit of the times. Dean Pettee stated in his report for 1891 that,

"This [assistance] is given for the purpose of aiding deserving students, and will be withdrawn from those who use tobacco or intoxicating liquors . . ."

The use of tobacco by a student was regarded somewhat in the light of a moral lapse. Such close attention to the morals and conduct of the students was expected by both the faculty and the parents.

Among Dean Pettee's letters, which are now in the possession of the university, are a number from anxious parents asking the dean to take a personal interest in the religious life and general conduct of their sons. The religious life of the students was not neglected, for compulsory daily attendance at chapel services was required throughout the Hanover period. These services were held immediately after breakfast.

The students of New Hampshire college were a hard working, sober group for the most part, with neither time nor money to waste. This was not so much because they were especially virtuous, but because they were enjoying the luxury of a college education which a few years before would have been totally beyond their reach. Even with the advantages of the state college, especially in regard to expenses, it was a struggle for most of them to continue in the institution.

## THE COLLEGE IN HANOVER

Typical of this kind of boy was one who wrote to Dean Pettee,

"I do not drink, smoke, or use tobacco but do not pretend to be perfect. I am almost 18 years old and am a painter by trade, that is I have worked at it 5 years."

Another wrote,

"I have been thinking for some time, that I should like to learn the Mechanist's trade . . . I am 19 years old and weigh 225 lbs, have always worked on a farm . . . I have faith to believe that I would make a success, as I am tuff and healthy, and can stand considerable racket. You may think this a peculiar letter but it is my way of saying it. in haste."

The letter may have been peculiar, but it and others like it reflect the urgent desire of many young people to take advantage of the opportunities offered by the college.

Some of these letters show a profound lack of understanding of New Hampshire college. All through the Hanover period, the college was considered by some applicants as a possible alternative to a local academy. Letters asking advice about a possible choice of this sort were common. After the college was established at Durham and the classes became larger, letters of this kind decreased in number. Gradually the idea became more widely accepted that completion of an academy or high school course should precede application for admission to the college.

Both at Hanover and after the move to Durham, the faculty were eager to see that the students' wants were met. A great amount of personal concern was devoted to the problems of the students. Faculty and students were both few in number but they were close to one another in their daily lives, and the understanding between them was thorough and fruitful.

Not all the students at Hanover were men. In 1890, Lucy Swallow of Hollis, New Hampshire, the sister of a student, Frank Swallow, wrote that she would like to take a course in chemistry to prepare for the Massachusetts Institute of Technology, and wanted to know if she would "be permitted to go to recitation with the young gentlemen and obtain full benefit as well as they." She was assured that she could have every opportunity that the male students had, and so she entered New Hampshire college that

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

same year. She was joined almost immediately by Delia E. Brown of Hanover. These two share the honor of having been the first women students at New Hampshire college. However, the college left Hanover before they had completed the work for a degree and neither of them graduated.

The examining committee for 1891 noticed,

" . . . with satisfaction the admission upon their application of Miss Lucy E. Swallow, of Hollis, and Miss Delia E. Brown, of Hanover, to the benefits of the college. Whether we consider the fact that the college is in part sustained by state appropriation, that agricultural and mechanical employments are concerns of both men and women, or the purpose of the college as defined by the act of Congress in pursuance of which it is established, the propriety of offering the advantages of the college to young women equally with men is apparent. The legally defined purpose is, without excluding classical and other studies, 'to teach such branches of learning as are related to Agriculture and the mechanic arts \* \* \* \* in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life.' So broad a statement of purpose affords no warrant for limiting the benefits of the college to one half of the population as would be the case if young men alone were admitted. The proper furnishing of the college with all that may be necessary to give equal advantages in respect to dormitory and other accommodations to young women may well invite the liberality of friends of the education of women. We cannot doubt that in the management of this interest the need will be seen of some studies specially chosen in view of the ordinary employment of women in the homes of the people. The conduct of the boarding accommodations for both sexes may afford an opportunity for both practical study of domestic economy and some industrial employment on the part of such young women as may need in part to pay their expenses or may wish to study the various branches of domestic economy for the benefit of their subsequent lives."

The approval of the examining committee was not universally shared although coeducation had been an established fact and

## THE COLLEGE IN HANOVER

practice for a number of years; it was still a novelty to many people. Cornell had admitted women for 15 years before 1890, but New Hampshire college was slow in following this practice. However, as soon as the first two women students had entered the state college, many more were desirous of joining them. In the school year 1891-1892, 11 women, 8 of them special students, were taking courses at New Hampshire college.

The first prizes offered to the students were given by the Reverend Henry G. Jesup, professor of natural history. Beginning in 1879 and continuing until the college moved to Durham, he gave two prizes each year amounting to \$20 for the best herbariums made by students of botany.

Two years later, the former governor Frederick Smyth of Manchester, who served as treasurer of the board of trustees from 1866 to 1895, made his first gift of \$100 for prizes and continued to donate the same amount annually until his death. The money was used for three contests, one each in oratory, reading, and original essays. The amount of the individual prizes was changed several times, but the catalogue for 1885 describes them in the form which was followed through most of the life of the contests. The contest for essays on subjects connected with agriculture and the mechanic arts was open to members of the junior and senior classes, with prizes of \$20 and \$10 for the winners. Three prizes of \$20, \$15, and \$10 were offered for oratory; this contest was also open only to members of the two upper classes. The members of the lower classes could compete for the \$15 and \$10 prizes offered for reading. The first year these contests were held, George Whitcher, who was to become professor of agriculture and director of the Experiment station, won first prize in the essay contest.

The third series of prizes was given by the Alumni association, beginning in 1883, for the best essays submitted upon "subjects connected with Political Economy." The first prize was \$15 and the second, \$10. The Bailey chemical prize, given by Dr. C. H. Bailey of Gardner, Massachusetts, and E. A. Bailey of Winchendon, Massachusetts, was first awarded in 1888.

The growing pride in New Hampshire college resulted in the formation of an Alumni association. The first meeting of the graduates was held at the City hotel, in Keene, New Hampshire, on March 23, 1880. A business meeting was held at three o'clock in the afternoon at which officers were elected, a constitution and

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

by-laws were drawn up, and an executive committee of three chosen. After the business meeting, the group enjoyed a banquet during which 13 toasts were offered. Among these were toasts to former President Smith, President Nesmith, the buildings of the college, the alumni and their association, the belles of Hanover, the boarding houses of Hanover, the Culver Literary society, and even to "mine host." The graduates of the college numbered only 49 in 1880, but about two-thirds appear to have taken some part in the alumni organization.

The first list of officers of the association which appears in any of the reports is printed in the trustees' report for 1885. These are probably not the original officers.

"President: H. A. Sawyer, '74

Vice-presidents: J. G. Henry, '77

W. P. Ballard, '71

F. P. Marston, '81

E. P. Dewey, '82

E. S. Comings, '84

Secretary and treasurer: W. W. Kimball, '76

Corresponding secretary: E. Whittemore, '77

Executive Committee: G. H. Whitcher, '81

F. A. White, '72

R. F. Burleigh, '82

Committee on Prizes: C. M. Woodward, '83

F. P. Marston, '81

J. Fred Smith, '73"

The first organized activity of the alumni was the offering of the Alumni prizes mentioned above. Their annual meetings continued without interruption from the year of the first meeting, and as the association grew in numbers and strength, it became an invaluable agency for the advancement of the interests of New Hampshire college.

The list of graduates of the college during its stay in Hanover provides an illuminating commentary on the direction of the school's development, both then and after the move to Durham. The problem to which Professor Dimond devoted so much time and thought, namely the relative place in the curriculum of agriculture, mechanic arts, and such other subjects as might be taught, was not yet settled. The problem continued to be vigorously

## THE COLLEGE IN HANOVER

discussed and debated, and the trustees of New Hampshire college were usually on the defensive to prove that the institution really was training farmers. One means which the trustees used repeatedly to stress this point was to cite the occupations of the graduates. The most complete of such lists was published in their report for 1893.

	Living	Dead	Total
"Graduates (1871-92, inclusive)	136	7	143
Clergymen . . . . .	. . .	. . .	2
Lawyers . . . . .	. . .	. . .	5
Physicians . . . . .	. . .	. . .	13
Professors of Agriculture . . .	. . .	. . .	2
Others connected with Agriculture . . .	. . .	. . .	28
Other teachers . . . . .	. . .	. . .	8
Civil and Mechanical Engineers . . .	. . .	. . .	12
Architects . . . . .	. . .	. . .	2
Chemists . . . . .	. . .	. . .	3
Electrician . . . . .	. . .	. . .	1
Journalist . . . . .	. . .	. . .	1
Manufacturers and Mechanics . . .	. . .	. . .	8
Weather Bureau . . . . .	. . .	. . .	9
Business pursuits . . . . .	. . .	. . .	38
Unclassified . . . . .	. . .	. . .	2
Unknown . . . . .	. . .	. . .	2"

An examination of these lists as they appeared shows a small but steady decline in the percentage of graduates who either became practicing farmers or teachers of agriculture after graduation. In 1885, a correspondent of the *Boston Journal* could truthfully report that 35 percent of the graduates were farmers, but the list of the graduates through 1892 which is reproduced above shows less than 25 percent in that category. This trend continued. The reasons for it form part of the subsequent history of New Hampshire college.

\* \* \*

Dissatisfaction with the location and conditions of the state college at Hanover slowly increased. The occasional difficulties between students of the two colleges have already been mentioned. Added to this were a number of other irritants, some minor and others of serious weight. Dartmouth and New Hampshire college were two entirely different organizations. If both had been

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

parts of one larger whole, as are the various colleges of the present university, some of the trouble might have been averted. As it was, each had its own separate funds, faculties, and students. They shared the use of certain equipment under conditions which were set by their own boards of trustees. Yet these boards were connected by a sort of interlocking directorate so that three or four men were members of both boards. One institution was a private, endowed, classical college; the other a publicly controlled and supported agricultural and technical school. In order to make such a connection work smoothly, the greatest tact and understanding were necessary on both sides. Unfortunately, however, neither of these qualities was always apparent.

Relations with Dartmouth were not the only cause for dissatisfaction with the location at Hanover. Complaints were made that Hanover was too far from the center of the state, that the college farm was not sufficiently typical of New Hampshire soil and conditions to make the experiments made there applicable to the whole state, and that the representation of the farmers on the board of trustees was too small to guarantee that proper emphasis would be placed on agriculture. The criticism and discussion increased until the question of the removal of the state college to some other location became an important issue in the state.

The dispute over the use of Culver hall was one of the major irritants. This dispute went back to the original wills of the donors in which the bequests of General Culver and his wife were designed to be used for agricultural education. Some partisans of Dartmouth claimed that, since General Culver's will had been broken and Dartmouth had received only part of the money by agreement with the heirs, there remained only a moral obligation to use the funds as originally designated.

On the other hand, it was argued by Dean Pettee and others that Dartmouth would never have received the gift if it had not been for the Agricultural college and that the share in Culver hall assigned to New Hampshire college was far too small. The \$15,000 appropriated by the state for the buildings was indisputably attributable to the state college, but the extent of its claim to the Culver money was strongly contested.

As Dartmouth grew and felt the need for more room, proposals were made to buy out the state's share in Culver hall and to permit New Hampshire college to build a new building for its own use.

## THE COLLEGE IN HANOVER

Dean Pettee felt that the problem of Culver hall was unnecessarily complicated by President Bartlett's personality. That personality is worth studying because of the large part it had in forming the future of both colleges. Leon Richardson, the historian of Dartmouth, has described President Bartlett in a manner which is both fair and accurate, and what follows is based largely on Mr. Richardson's account. President Bartlett was primarily a scholar, interested in research in Old Testament literature. He was brilliant in research and controversy, not only in his own field, but in others as well. So keen and swift was his mind that he would outstrip the ordinary man in solving problems which he met in the course of his work. When he had reached a decision, he lacked the patience and tact to wait for others to catch up with him. To him, an answer was right or wrong, and compromise was out of the question. When men were slow or stupid, he would use all the brilliancy of his mind and the extreme sharpness of his tongue on them without stint. His fatal weakness for sarcasm made him many enemies. He gave the appearance of intolerance of any opposition, of desiring to force through his opinion by brute force if necessary. His inability to use tact and indirectation to secure his ends made many consider him a dictator.

Moreover, this vigorous, tactless, but extremely able man had strong opinions about the management of Dartmouth and the associated schools. In the first place, he became convinced that both the Chandler school and New Hampshire college were not bearing their share of the burden of expenses. He objected first to the use of the services of Dartmouth instructors in the classes of the Chandler school, which provided the school with a much larger faculty, at very low expense, than it could have supported out of its own funds.

In addition, he contended that the entrance requirements which the faculty of the Chandler school had established were not in keeping with the provisions of the founder's will and that there were other dubious points in the administration of the school. The trustees responded by increasing the school's share of the common expenses and by restricting the amount of teaching which Dartmouth faculty members would be allowed to do for the Chandler school. It was further voted that one-half of the pay for such teaching must be turned over to the treasury of Dartmouth college. By this move, members of the Dartmouth faculty found themselves drawn into the controversy.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The situation was further complicated by the charge of the teachers in the scientific schools that President Bartlett was not in sympathy with scientific education, but that he considered a classical education to be the only kind worthwhile. This charge was at least partly true for, later on, when a similar difficulty arose in connection with New Hampshire college, President Bartlett's opponents were able to cite one public declaration which seemed to tend in that direction.

He attended a commencement of the Agricultural college early in his term of office at which the main speaker seemed to him to give too much credit to agricultural education. When he was called upon for some brief remarks, therefore, he praised the classical course and characterized the agricultural course as fitting men at best "for highway surveyors, selectmen, and perhaps, members of the legislature." This seeming intent to relegate the agricultural students to an inferior position caused both the students and faculty of New Hampshire college to consider themselves insulted. Such an attitude on the part of the president of Dartmouth could not encourage anything but hard feeling between Dr. Bartlett and the students and faculty of New Hampshire college and give further color to the prevalent feeling that the position of the students of agriculture was an uncomfortable one. This feeling became common in the state and strengthened the convictions of those who were suspicious or unfriendly toward Dartmouth.

Further disputes between President Bartlett and members of the faculties of the different schools added to the tension until an explosion became inevitable. The alumni were drawn into the situation by rumors of the discontent and discord at the college to such an extent that the New York alumni of Dartmouth sent a letter to the Dartmouth trustees, in April, 1881, asking that an investigation be made. A few weeks later, a memorial, signed by members of the different faculties and the treasurer of Dartmouth, was presented to the Dartmouth trustees urging that President Bartlett resign. Included in the list of signers were all the professors of the Chandler school, New Hampshire college, and the medical school, as well as some of the academic faculty. Additional support to the movement against President Bartlett came from students and outsiders.

In the face of such a situation, it was clearly necessary for the trustees to act. The controversy had become such an open

## THE COLLEGE IN HANOVER

issue that a public hearing of the charges was accepted as the only way out. The New York alumni were asked to prepare a list of specific charges on the basis of which a formal trial could be conducted. Both the alumni and President Bartlett were represented by counsel.

The charges against President Bartlett included claims that his "habitually insolent, discourteous, and dictatorial manner" had destroyed freedom of discussion by members of the faculty and had led to the usurpation of faculty functions and powers by the president; that he had acted to impair the influence of faculty members with students and the public; that he had acted against the interests of various departments; that he had humiliated students and turned them against the college; and that he had lost the confidence of the faculty to the extent that a large majority of them wished his resignation.

These charges were supported by a number of specifications but the strength of the opposition tendency lay more in the general atmosphere of dissension which prevailed than in any specific acts. The revolt was an accumulation of petty irritations which were difficult to show in the evidence given. Thirteen professors, including Dean Pettee, Professor Blanpied, and Professor Jesup of New Hampshire college, testified at the hearing. The evidence was more impressionistic than factual, and President Bartlett, in a very able and thorough defense, was able to explain or reduce to petty proportions most of the specific charges.

The general atmosphere of ill will and hard feeling was dealt with only incidentally so that President Bartlett came off rather better than his accusers in the hearing; this was due largely to the keenness and vigor of his defense. This is not to imply that there was any dishonesty, for President Bartlett undoubtedly felt quite sincerely that his course was proper and right. The difficulty was simply that a vigorous personality, highly individualistic, and possessed of all the qualifications for his office except the art of managing men, had been placed in a position where managing men tactfully and skillfully was essential to his success. Evil motives and improper actions could not be proved to the extent necessary to justify his removal, but poor methods and ineptness of administration were clearly demonstrated, and it was apparent to many that the evil lay chiefly in the personality of the president.

This consideration more or less dictated the decision of the trustees. It was impossible to ignore that things were wrong and

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

needed correction but it was equally impossible to place the blame wholly on the president or to take disciplinary action against him. Therefore, the Dartmouth trustees voted, in essence, that this was no way for things to go on, and everybody involved should try to get along in the future without so much friction. They said that no resignations or other punitive measures of any sort were desired against anybody, but all those involved were expected to retain their positions and to cooperate freely in strengthening the institution.

The hope of the trustees for harmony was not realized. The bitterness was too deep-seated, and the causes of the friction were not removed. On the contrary, both sides shortly began working to have their opponents removed, and it was necessary for the trustees to vote a second time, a year later, that they were not willing that anyone should lose his position. This was expressed in two resolutions: the first, regarding the faculty, being passed unanimously; and the second, reasserting their confidence in the president, being passed by a vote of six to four. This ended all hope of action against anyone but did not end the bitterness. Both sides were unable to overcome their prejudice and subordinate their feelings to the need for harmony.

The effect of this conflict on the state college was most unfortunate. Dean Pettee had been an active supporter of the movement against President Bartlett and continued to maintain this attitude of opposition. President Bartlett felt that the Agricultural college was leaning too heavily on Dartmouth and that it received more than its proper share of assistance. The friends of New Hampshire college, on the other hand, not only maintained that President Bartlett was unfriendly to agricultural education, but that he was doing all in his power to hinder and hamper New Hampshire college in its work and to gain advantages for Dartmouth at the expense of the agricultural institution.

Dean Pettee, in a penciled manuscript of his report to the trustees of New Hampshire college, written in 1890, expressed himself thus on the issue,

"I felt that my position was right and I was certain it was endorsed by a large number of Trustees & Alumni of Dart. Still I know there were some who looked at the matter differently & considered that our success would mean a practical loss of students to Dart. Coll.

## THE COLLEGE IN HANOVER

For this and other reasons such have encouraged the policy of keeping this Institution at arm's length so that by no possibility could any reflected glory add to our advancement. . . . Said a prominent friend of Agr. to me within a few months, since sending his son to Dart. Scientific School, 'I have often argued with you that the State College should be removed from Hanover. Now I know it should be done because my son is there & he tells me your students are not recognized as any part of Dartmouth.' . . . gentlemen, I could not deny the main fact that we did not receive the official recognition that is absolutely essential to continued success without friction here in Hanover.

"When this college was established here it was promised all the rights and privileges accorded the Chandler school. Practically it does not have them. . . .

"On our part we receive a great gain in a hundred ways by contact with old Dartmouth. On the other hand Dart. has already been materially benefitted by us. Is it not something to have half the use of Culver Hall for 20 years at the mere cost of running? Let it be remembered that not one dollar of the Culver money would ever have found its way into Dart. Coll. hands but for arrangement with the friends of agr. education in the state. Is it not proper to show a little righteous indignation when the claim is soberly put forth that a sharp bargain was made when so much of an interest in Culver Hall was given to us? Might it not on the other hand be claimed as a sharp bargain that Dart. Coll. obtained any interest at all in the Culver money? A careful study of the case will show, I am sure, that no sharp bargain was thought of on either side. . . .

"Has the Chandler school ever made any return to be compared with what we have done, and is not her course of study more general and therefore more competitive than ours? . . ."

In a letter to Isaac Smith, dated November 4, 1889, of which a letter-press copy survives, Dean Pettee discussed more specific complaints against President Bartlett. Instead of the assistance

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

and sympathy which New Hampshire college was entitled to receive from the president of Dartmouth, he claimed that the friends of the agricultural school found that President Bartlett "worked in every possible way trying to separate our institution from Dart." He cited the matter of exchanging instructors between the schools; the technical change of names from departments of Dartmouth, to independent schools, which was "certainly made in a very bad spirit"; President Bartlett's treatment of agricultural students who went to him, "going out of his way to inform them that they were not members of Dart. College," and an endless round of petty irritations. Regarding the Culver hall controversy, he continued,

"I should consider it simply a further scheme to [alien]ate the Institution or degrade it unofficially when all [con]siderations of attempts to remedy the real difficulty of [lack] of room in Culver Hall were peremptorily shut off by announcement that Dartmouth would have nothing to do [with] any more joint agreements."

Dean Pettee protested that the board of trustees of New Hampshire college would have made no objection to paying a larger share of the common expenses of Culver hall, if Dartmouth had so requested, but that the lack of means prevented them from doing so. Yet, he continued, "It frequently appeared as if we were suspected, if not charged, with being thieves and robbers from the old college." He said that President Bartlett tried to make it appear that the feeling against the latter was actually hostility to the Dartmouth trustees; but this Dean Pettee categorically denied. He referred to the assistance given them by the trustees of New Hampshire college in controversies with outsiders, as well as to the substantial number of the trustees of the Agricultural college who were Dartmouth men themselves.

The people of the state took a lively interest in all of these issues and especially through the Grange, contributed points of their own to the discussion. This organization had been keenly interested in the welfare and activity of New Hampshire college since the institution was founded. Repercussions of the dispute with Dartmouth were felt throughout the state and led to considerable uneasiness among the members of the Grange. This uneasiness communicated itself to others and led the state legislature, in 1885, to appoint a committee to investigate the propriety of moving New Hampshire college from Hanover to some

## THE COLLEGE IN HANOVER

more suitable site. The Grange also made an independent investigation.

The resolution of the legislature which initiated the investigation gave as its sole motivation the assertion that the college, "during the period of almost twenty years had graduated less than forty agricultural students. . . ." However, this reason was clearly only a part of the cause of the resolution. The committee consisted of Joseph B. Walker, Greenleaf Clarke, and Warren F. Daniell. They went to Hanover first where they interviewed the president and faculty of New Hampshire college and learned all they could of the condition of the institution and of the opinions of its officials regarding the issues at stake. This was followed by two meetings with the trustees of New Hampshire college and a conference with leaders of the Grange.

In the spring of 1886, the committee announced a public hearing on the question to be held at the State house in Concord on May 28. This meeting was advertised in six leading newspapers located in Concord, Manchester, Keene, and Exeter, but in spite of this liberal advertising, only two men appeared at the hearing; one was the superintendent of the college farm, who happened to be in town that day, and the other was an unnamed person from another state who, being there, was invited to present his ideas on the issue.

No other attempt was made at holding a public hearing until February 7, 1887. At a meeting held on this date, a group of Grangers appeared and presented their opinions. A few unspecified personal interviews completed the work of the committee.

The report of the committee of the legislature was presented to that body at the June session of 1887. The report gave a very thorough review of the history and current functions of New Hampshire college. It pointed out that 37 out of 106 graduates were engaged in agricultural pursuits and that about two-thirds of the graduates had taken the agricultural course. The value of the college's real and personal property was computed at approximately \$163,400, of which about \$52,500 was estimated to be in land and buildings. The effect upon the value of this property of removal from Hanover, including losses due to forced sale of the land and buildings and the costs of moving equipment, would, in the words of the committee, "far exceed any sum which its present resources are adequate to supply." Curiously, in view of

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Dean Pettee's opinions which are quoted above, the committee made no mention of any possibility of the college having either a legal or moral right to any part of the Culver money, but estimated the interest of the state in Culver Hall at the \$15,000 appropriated for it by the legislature.

The report cited the reasons urged in favor of moving the college which were:

1. That the college had not accomplished as much for agriculture as it should have done.
2. That the location was too far from the center of the state.
3. That it was, and must continue to be a small college overshadowed by its larger neighbor.
4. That the students could not be expected to live harmoniously with the men of the other colleges, due to differences in interests and background.
5. That the management of the college had been in the hands of men who had little interest in or knowledge of agriculture.
6. That the removal would dispose of these objections, and would enable the institution to develop freely to greater usefulness.

As against these points, the report stated that the removal of New Hampshire college would have certain bad results, namely,

1. A heavy financial loss.
2. The loss of the use of the libraries, museums, apparatus, chapel, and other equipment of Dartmouth, which would largely have to be replaced.
3. The loss to the students of valuable associations with people of the other institutions.
4. The loss of the "literary and scientific atmosphere" which surrounds important colleges, and thereby the loss of "healthy stimuli which aid so greatly in the attainment of highest literary results."

Weighing all these assertions carefully, the committee gave in its report several opinions, conclusions, and recommendations. They were unable to find that the weakness of New Hampshire college was caused by its location, on the other hand, they felt that it was only natural in view of the newness of the whole experiment of land grant colleges "that they should have progressed so slowly."

In favor of the location at Hanover, the committee stressed the aid available from Dartmouth and the nearness to Vermont,

## THE COLLEGE IN HANOVER

which was a possible source for students at least until New Hampshire was able to provide more. As for any danger of Dartmouth's overshadowing the school, the committee had the opposite opinion, namely, that Dartmouth inspired and encouraged the smaller and younger institution. The claim of bad relations between students of the various schools, the committee found, to be "unsupported by experience."

As a majority of those trustees appointed by the state had not engaged in agricultural pursuits, the committee recommended that the governor use his appointing power, as vacancies occurred, to correct this situation. Having thus disposed of the reasons favoring the removal of the college, the committee reemphasized the value of the use of Dartmouth's equipment as well as the costliness of such a move which they estimated would involve a financial loss of not less than \$40,000.

The conclusion of the report was strongly against any proposal to move the college and instead, anticipated greater advantages to New Hampshire college from its association with Dartmouth. The report suggested the possibility that Dartmouth and its associated schools might develop into a university which would provide even greater advantages for New Hampshire college.

During the investigation of the legislative committee, only one possible alternative to the Hanover location presented itself. Charles E. Tilton offered to give his farm as a site if the college would move to his home town of Tilton. In addition, he made a tentative offer of a gift of about \$40,000. The town of Tilton had the advantage of a central location, but the tentative gift, generous as it was, was insufficient to balance the financial loss which would be involved in leaving Hanover.

The legislative committee's report had the effect of shutting off any hope of official action for the time at least. The examining committee of New Hampshire college for 1889 said in its report, "The question of removal from Hanover is regarded as definitely settled. . ." and Dean Pettee wrote, the following year, that the college must "strengthen its bonds of union and sympathy with 'Old Dartmouth' so that all eyes in the State shall turn towards Hanover as the 'mother of arts and eloquence.'" The faculty of New Hampshire college, necessarily, turned their attention to the problem of improving the conditions of the college in Hanover.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The issue was not settled as far as the people of the state or of the Grange were concerned. Probably it was not settled in anybody's mind, although many were forced to admit that no alternative had presented itself. One result of the legislative committee's work and the lobbying of the Grange was an act of the legislature which increased the board of trustees of New Hampshire college by three members. One of these additional members was the governor and the other two had to be practicing farmers.

The Dartmouth board of trustees, by a resolution, protested against this increase as a breach of the contract between the two schools and an impairment of Dartmouth's rights under the original arrangement. They later placed the resolution on the table and appointed a committee of two, consisting of Edward Spalding and Isaac Smith, to negotiate with the New Hampshire college trustees for the termination of the joint ownership and occupancy of Culver hall and for the working out of a new contract between the two colleges. These negotiations failed to produce the desired results and so the resolution was taken from the table a year later and passed. Hence, the effect of the increase in the board of trustees of New Hampshire college was to add another grievance to Dartmouth's list.

The Grangers were still not satisfied with the composition of the board of trustees of New Hampshire college. They maintained that Dartmouth had always had a majority on the board of trustees of the Agricultural college. Their argument was that the four members appointed by Dartmouth with such others as happened to be members of both boards constituted a majority in Dartmouth's favor. In 1887, a committee of the Grange to investigate the question of removal of the college from Hanover pointed out that six of the twelve members of the Agricultural college board were also members of the Dartmouth board and asked which master these men were serving. The committee argued that one of the two farmers added to the board was counterbalanced by the governor so that the net gain was only one farmer. That their logic was not exactly ironclad can be seen from the example of Judge George W. Nesmith, who held membership on both boards and served as president of the New Hampshire board. To assign him to the Dartmouth side was unfair since he was considered by many as the chief advocate of the Agricultural college. The Grangers advocated, as the most desirable kind of board, one which contained a "practical, progressive and successful farmer

## THE COLLEGE IN HANOVER

from each county." This would have left Dartmouth with a decidedly minority representation on the board of trustees of New Hampshire college.

The investigating committee, quoted in the above paragraph, was the outgrowth of a series of discussions of the condition of the college at state conventions of the Grange. The state master of the Grange, William H. Stinson, in his report for 1885 dismissed the complaint that not enough of the graduates of the college were becoming practicing farmers. He thought it but natural that graduates should enter other lines of work and emphasized the fact that New Hampshire college was only partly agricultural; the other part being devoted to the mechanic arts.

However, Mr. Stinson did maintain that the

"... Agricultural College should be independent of Dartmouth College in every respect; it should be managed by practical, intelligent farmers, who have its welfare purely at heart."

In his report for the following year, he stated,

"It may be a wrong conclusion, but we firmly believe that it is far better to sacrifice two thirds the value of the college property and to remove it to a central locality, provided a liberal donation will be made. . . ."

He urged the acceptance of the Tilton proposal, including the gift of \$40,000, which gift, he felt, would balance the losses incurred in moving. The location in the town of Tilton, Mr. Stinson felt, would give the college a far better chance to develop in the proper direction.

The first report of the committee of the Grange on the removal of New Hampshire college was given at the State grange convention in 1886. The members of the committee were J. M. Connor, J. M. Taylor, William W. Flanders, George W. Drake, and John B. Mills. Their report began with a criticism of the college farm, which was described as midway between hill and river land and thus, represented only a small part of the soil of the state; they classed it as so unrepresentative, indeed, that experiments made on it would not necessarily be at all true for the rest of the state. The barn on the college farm, they called "a sort of castle in the air, which savors too much of theory, and too little of practical knowledge." Regarding the management of the farm, the committee "saw but little worthy of special consideration, or

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

commendation." This, they held, was due to the lack of practical farmers for its management and administration.

In the rest of the report, the committee reviewed the complaints which have already been discussed regarding the composition of the board of trustees, the influence of the classical college, and the possible losses following the removal of the college. This committee of the Grange was continued for another year to carry on further investigations.

Accordingly, in 1887, another report of the Grange committee was presented. In this report, the conclusions of the committee were that,

1. Dartmouth should withdraw altogether its claims to the use of Culver hall, since the money from the Culver bequests was all designed to be used for agricultural education, and Dartmouth was, therefore, under a moral obligation to see that the funds were so used.

2. The location of New Hampshire college at Hanover was a mistake.

3. The board of trustees was not a properly representative one.

4. New Hampshire college had \$350,000 "purely" for the advancement of agriculture but this sum was under the control of a purely classical institution; therefore, it was the "farmer's duty to take possession and control" of the state college. A "joint trusteeship" was needed for the control of the Agricultural college, but such a trusteeship did not exist.

5. The number of students in attendance at New Hampshire college was too small, and hence the cost per graduate was too high. The Grange could help this situation by securing more students for the college.

6. The staff of the Experiment station included three assistant chemists, a clerk, whose function was a mystery to the committee, and a "mere novice" as superintendent of dairy work at a salary of \$1000 a year. This staff seemed lacking in proper economy and regard for the actual needs of the institution.

In many respects, the reports of the committee of the Grange presented a viewpoint in opposition to the reports of the legislative committee. The estimate of the value of the college property at \$350,000 by the Grange committee was in decided contrast with the estimate of \$163,400 which was set by the legislative com-

## THE COLLEGE IN HANOVER

mittee. Moreover, when New Hampshire college left Hanover, the college property was sold for only a fraction of the sum suggested by the Grange committee. The Grange reports advanced the maximum possible claims for the state college and dropped the distinction which Mr. Stinson had previously made between the agricultural and mechanical divisions of the school. However extreme the position of the Grange reports may be considered, they did represent the opinions of an important section of the public, and moreover, a section which had earned the right to have its voice heard and respected. Furthermore, their reports represent what appears to have been a more thorough and thoughtful survey of the problem than that which was made by the committee of the legislature.

This, then, was the problem, and the Grange investigation was an attempt, at least, to present a fair estimate of the attitudes which the citizens of the state held concerning the matter. Whether the recurrent criticism might have died away in time we cannot know. Possibly, with the aid of the increase in federal funds for New Hampshire college after 1890, the institution might have been strengthened to the point where it would have been able to grow in scholarship and breadth of activity side by side with Dartmouth. Certainly the development to the status of a university would have been almost impossible. Had this growth taken place in Hanover, the existence of two schools, one a public co-educational institution and the other a private, endowed men's college, would have been difficult under any sort of common management.

The plan of departmentalization restricting each of the schools to a limited curriculum was discussed and abandoned in 1877 because of the jurisdictional conflicts. Similarly, the plan for merging the Chandler school and New Hampshire college, which was discussed at about the same time, could only have led to further complications. The accumulated tradition, prestige, and strength on the side of Dartmouth and the eager impatience to be free to work out a new kind of educational program on the part of New Hampshire college were not very promising prospects for harmonious growth.

In order to improve the effectiveness of the experimental work at New Hampshire college, the Grange appointed a committee of three to work with the Experiment station and the United States department of agriculture. The Grange, also, chose an-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

other committee of three to "represent the farming interest before the governor and council" in order to urge the appointment of "practical and competent persons" to vacancies on the state board of agriculture and on the board of trustees of New Hampshire college.

Dean Pettee defended New Hampshire college before the Grange diplomatically, yet vigorously, and used every criticism, favorable or unfavorable, as a means for advancing the interest of the institution and winning support for its needs and objectives.

While the controversy over the location of the college, its functions and its trustees was being carried on, the answer to the problem lay in the will of Benjamin Thompson. The provisions of this will had been hidden from the public for 35 years, then the day came when his long, frugal life was ended, and it was found that he had offered to the young people of his state the fruit of his labor for the foundations of their state university.

# *Benjamin Thompson's Bequest*

## CHAPTER IV

No part of the state incorporates more of the history and traditions of New Hampshire than the region around Great Bay. This region, settled only three years after the landing of the Pilgrims at Plymouth, was, for two centuries, the center of a busy and highly profitable commerce. The great pines of the woodlands bordering the Piscataqua river were used for masts in the ships of the royal navy and became so famous and valuable that special ships were built to carry the enormous shafts across the Atlantic.

Shipbuilding was not just an industry; it was part of the life of practically every family in the region. Almost every farm with frontage on the bay had a ship in the process of building, and there are stories of ships being built in the woods and hauled to water by many yoke of oxen. The ships of Portsmouth, manned by youngsters fresh from the back country farms, sailed to every harbor in the farthest parts of the world.

Shipping, shipbuilding, and fishing turned the thoughts and efforts of New Hampshire men to the sea and to the ports of every nation, and these industries brought wealth and power to great merchant families. As the population of the province increased, men from the coast penetrated the inland wilderness and moved westward to the valleys of the Merrimac and the Connecticut or northward through the White mountains to the "country of Cohos."

Durham, which was first called the Oyster River Plantation, was settled as a part of Dover. In 1732, it began its existence as a separate town. As with the other towns of the region, shipbuilding, lumbering, and agriculture occupied its people. The presence of clay deposits along the banks of the river gave rise to brickyards which were operated for many years.

In 1792, a group of proprietors petitioned the legislature for the right to build a bridge across the Piscataqua river, from Tickle point on Meader's neck in Durham to Fox point in Newington, and to collect tolls. The bridge, when completed, had a planked surface about half a mile long and a draw over one of the channels. It crossed to Goat island on which a tavern was built.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The first New Hampshire turnpike, running from the Durham end of the Piscataqua bridge to Concord, passed through Durham which was the first town on the turnpike west of Great Bay. At the same time, Durham was a "baiting place" for the Boston to Portland stage. Great hopes were cherished for the future of the town because of its fortunate location.

A real estate promotion scheme, given the name of Franklin City, was planned for the Durham end of the bridge two years after the bridge was open for travel in 1794. Streets were laid out, lots assigned for a court house, a meeting house, a state house, and for a public hall and library. Wharves were planned along the waterfront and everything was designed to produce a model commercial center.<sup>1</sup> The embargo of 1807 and the subsequent war with England ruined the promoters' hopes, and only one house was ever actually built at the proposed city. The railroads, spreading out to the northward from Boston, put an end to the importance of both the coastwise shipping and the roads. For these reasons, therefore, when a part of the Piscataqua bridge was carried away by ice on February 18, 1855, Durham's commercial glory came to an end. The town was caught in a backwater and settled down to the existence of a small farming village.

At the outbreak of the Revolution, when General John Sullivan and his Durham neighbors had raided Fort William and Mary at Portsmouth, and when men from every town around Great Bay were setting out for Boston to take part in the battle of Bunker hill, Durham counted a population of 1,214. Today, in 1941, the number is about 1,500. As the long years of the nineteenth century rolled along, Durham, as far as population was concerned, stood still. The opportunities for growth and change were limited by the town's dependence on farming. There were a few mills along the Lamprey river, but the business center at the Oyster river falls had lost much of its former importance. Young men and women left the old town to seek their fortunes elsewhere. Younger children of large families necessarily had to find other means of support than that provided by the farms. They turned to the limitless possibilities of the West, leaving behind them a slowly dwindling population of older people.

Yet one man found here ample opportunity for the use of his abilities and developed a vision of a greatly changed future for

---

<sup>1</sup> Ebenezer Thompson, grandfather of Benjamin Thompson, was one of the incorporators of Franklin City.

## BENJAMIN THOMPSON'S BEQUEST

his town. Benjamin Thompson, a descendent of one of the old families of the Great Bay region, lived his long life in Durham, increased his fortune by careful investment, and planned for the gift to the state of New Hampshire which was to perpetuate his memory. He was born in 1806, in the house which was his home until his death, on January 30, 1890. His father was a prosperous farmer and merchant.

Except for a few months of teaching school in 1825, young Benjamin Thompson confined himself to work on the farm. In 1828, his father deeded to him the Warner farm and some other tracts of land. The young man's careful and prudent management is shown in a long series of accounts which he began the same spring that his father gave him the property and carried on neatly and accurately throughout his life. His interests were numerous and varied, and they expanded still more as his wealth increased.

Until his health began to fail, Benjamin Thompson improved his farm and took active charge of the extensive operations which, according to his nephew, Lucien Thompson, involved

"... much help employed, at least three pairs of oxen kept, besides cows, sheep, horses, swine, etc. Mr. Thompson had an interest in a sawmill which he used, also [in a] cider mill and hay screw. Among the sales from the farm were hay, wood, lumber, butter, cheese, apples, cider, vinegar, beef, pork, grain, etc. In fact the men employed were furnished the necessities of life from rum and tobacco to clothing and food."

Lucien Thompson describes his uncle as having been

"... a man of simple tastes, of a quiet disposition, although, when aroused, quite excitable; exceedingly frugal and disposed to save everything from waste."

Benjamin Thompson was tall and thin, with a heavy frame which gave him the appearance of awkwardness. His health was never robust, and as he grew older, he gave up some of his diversified farming and devoted himself to increasing his fortune by investments. Nevertheless, he continued to raise a few crops, the most important of which were hay and apples.

For a number of years, he gave his hay crop to the support of the Durham Library association, of which he was a founder and the first president. As with many another later benefaction to

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

education, there was a condition attached to this offer; the other members of the association were required to bear the cost of cutting, pressing, and delivering the hay to the railroad so that the library might receive the full profit. It was characteristic of Benjamin Thompson that he made use of all his gifts to induce others to add something of their own.

On another occasion, he offered to give his entire apple crop, amounting to several hundred barrels, to the family of a man who had been killed while working for the Boston and Maine railroad providing that the railroad would transport the apples to the Boston market free of charge. The agreement was made, and the needy family received the entire value of the apples. He made a number of other gifts to the Durham Library association and to the Durham church, each of which showed the shrewd planning which he devoted to every act of generosity.

Though he appears to have been fond of company and social intercourse with his townspeople, Mr. Thompson never married. According to Lucien Thompson, he paid his suit to a young lady of Portsmouth when he was 20 years old, but she accepted the proposal of another before Benjamin Thompson asked for her hand. Twenty-four years later, after the lady's husband had died, leaving her with several children, Mr. Thompson resumed his courtship. The engagement was announced and preparations for the wedding were begun. He petitioned the town for ". . . the liberty of repairing the house by building a porch over the front door and enclosing an area four feet square." This porch would have technically obstructed the highway since the turnpike right-of-way extended to the doorsteps of the houses in this old section of the town. He gave his bride-to-be \$1,000 to use for furniture and improvements for the house. All went well for awhile, but eventually some quarrel of an unknown nature took place and the engagement was broken.

From this time on, he devoted himself to the theory and practice of agriculture as his major interest. He believed firmly in the use of sound scientific methods for improving agriculture and showed an active interest in all proposals for educating young men to become better farmers. Long before the Morrill act of 1862 was passed, he corresponded with Marshall P. Wilder and others on the subject of agricultural education and appears to have won their respect for his carefully thought out opinions. His own part

## BENJAMIN THOMPSON'S BEQUEST

in the movement finally took definite form in his mind, and he embodied his ideas in his will which was signed on February 12, 1856.

The will was later modified by three codicils, added in 1874, 1875, and 1882, but its essential provisions remained unchanged for nearly 35 years. So carefully did Benjamin Thompson keep his secret that it is unlikely that anyone besides his lawyer and possibly his housekeeper knew what the will contained. As he grew older, he became known as the wealthiest farmer in the county and a rather feeble, slightly eccentric old man, whose money would probably go to his nephews.

The will, when read, made no provision for any of his relatives. Lucien Thompson says that this probably was caused by ill feeling over the division of the estates of Benjamin Thompson's mother and of his brother John. There were a few minor bequests, notably, 12 "shares in the Boston & Maine Railroad Company" to the Durham Congregational church for the "improvement of sacred music," and 20 "shares in the Suffolk National Bank, Boston," and the furnishings of his house to Lucetta M. Davis, his housekeeper for many years. Except for the small bequests, the entire estate was willed to the state of New Hampshire to establish, 20 years after his death,

". . . an agricultural school, to be located on my Warner farm, so-called, and situated in said Durham, wherein shall be thoroughly taught, both in the school-room and in the field, the theory and practice of that most useful and honorable calling."

The will required that the state of New Hampshire should have a competent appraisal made of the entire estate and should guarantee interest, compounded annually at four percent, for 20 years on the sum of the appraisal. This fund, thus accumulated, at the end of this period, the state must guarantee to preserve, using the income from it for the support of the college. In addition, since Benjamin Thompson believed

". . . that said fund will be insufficient to erect the necessary buildings and furnish the same, to stock said farm, procure the needful apparatus, to commence a library, and sustain said school usefully and honorably,"

he required that the state should appropriate the sum of \$3,000 annually for the period of the 20 years, guaranteeing compound interest at four percent on each of these appropriations. This sec-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

ond fund was to be used for equipping the college at the end of the 20-year period.

Originally, the interest rate was fixed in the will at five percent, but it was later lowered to four, and the executors were even given the power to waive the interest requirement altogether if it should be a major obstacle to the acceptance of the bequest. The payment of interest on the value of the Durham lands was waived by a codicil, but the requirement that no part of this Durham land should ever be sold or leased by the state was never changed.

New Hampshire was allowed two years to accept the will; otherwise the property would go to Massachusetts on the same terms except that that state might sell the Durham land and could locate the college within its own boundaries. If Massachusetts rejected the gift, it would go to Michigan; failing there, the estate would be divided among Mr. Thompson's natural heirs as though there had been no will.

The list of executors was changed several times, due to death or other causes. In the third codicil, John W. E. Thompson of Durham and James F. Joy<sup>2</sup>, a wealthy cousin of Benjamin Thompson, were named. John Thompson died before Benjamin Thompson did, however, and the court appointed Elisha R. Brown of Dover to serve in his place.

In addition to providing for the terms of the gift, Benjamin Thompson expressed in his will some of his opinions on the nature of the proposed school. The opinions are extremely interesting, particularly in view of later controversies over his intentions.

"It might seem presumptuous in me to attempt to devise any plan for the ordering and management of such an institution as is contemplated by this will, and

---

<sup>2</sup> James F. Joy was a native of Durham who became a very successful lawyer in Detroit, Michigan. He was a graduate of Dartmouth and studied for a year at the law school at Harvard. He was interested in railroad construction in the West and became a large owner of real estate and railroad stock. He nominated James G. Blaine for the presidency. Mr. Joy came East to speak at a public hearing in the State house at Concord in favor of the acceptance of the terms of the will. It is quite likely that Mr. Joy was acquainted with the developments in agricultural education in Michigan and had informed Benjamin Thompson of what was being done in that state. How much influence Mr. Joy had on his cousin's final decision concerning the terms of the will is a matter which can not be definitely ascertained.

## BENJAMIN THOMPSON'S BEQUEST

which will probably go into operation at a time so remote, when doubtless there will be great advancement in the knowledge of agriculture; so I leave this duty to the wisdom of the State, through its Legislature, only claiming to make the suggestions following: Morality, order, industry, and economy should be constantly taught and practiced by all the teachers and by all the scholars. Teachers, scholars, and laborers should be required to meet each morning in the chapel for the reading of the Scriptures and for prayer.

"No scholar should be admitted to the school under sixteen years of age.

"Every scholar should be required to labor on the land four hours of each working day, when practicable.

"Horticulture should receive its due share of attention.

"The chemistry of agriculture, and physiology, and other sciences, so far as they are connected with agriculture, should be taught; but no professor should be selected unless he is also distinguished for his knowledge of scientific and practical agriculture.

"The theories taught should, as far as practicable, be tested by experiments on the farm; and all experiments together with the cost and results thereof, should be published and sold to the citizens of the State and the United States, at the cost of publication."

In the original will of 1856, it is clear that Benjamin Thompson had in mind a school devoted exclusively to agriculture and did not favor extension of the work of the school in other directions. He suggested, even then, "the propriety of applying to the Congress of the United States for a grant of land in aid of this object" and urged that the benefits which would be derived from such a school would make both public grants and private gifts for its support well worthwhile.

When, six years later, congress passed the land grant act and the New Hampshire College of Agriculture and the Mechanic Arts was established, Benjamin Thompson watched, with increasing interest, the work and the precarious growth of the new school. Though he never visited the college, he was fully aware of the changes which its existence would require him to make in

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

his own plans. He held to his determination to have the college established in his beloved town, however, and decided, therefore, to add a codicil to his will which would enable the state to use both the federal funds and his bequest for the same school. As he stated it,

". . . my object being mainly to promote the improvement of agriculture, though willing that the college to be established should also provide for the mechanic arts, it is my will . . . that in addition to the instruction to be given therein, as provided by my said will, there shall be taught only such other arts or sciences as may be necessary to enable said State to fully avail itself of said donation of lands by the government in good faith, which two branches of instruction shall be the leading objects of such institution or college."

This phrase was widely quoted and discussed in the later debates about the functions of New Hampshire college.

The first step was to carry through the appraisal of the estate. The court, on March 12, 1890, appointed Charles S. Cartland, Winthrop Meserve, and Augustus Mathes to do this work, which they completed in about three weeks. Their report, as summarized in the *Dover Enquirer* of April 3, listed the assets of the estate as follows:

"Real Estate	\$18,300.00
Bonds	60,795.00
Bank Stock	40,093.00
Railroad stocks	249,048.00
Manufacturing stock	9,201.00
Land	125.00
Deposits in savings banks	30,336.21
Household	404.75
<hr/>	
Total	\$408,392.96"

In addition to the above, there was \$35,000 worth of repudiated bonds of the state of South Carolina, whose value was simply reported as "unknown." On the basis of this valuation, the state would be obligated to pay interest of \$15,596 for the current year if the bequest should be accepted.<sup>3</sup> This, with the \$3,000

<sup>3</sup>This was figured on the remainder after deducting the value of the land and the small bequests.

## BENJAMIN THOMPSON'S BEQUEST

appropriation required by the will, would make the total cost to the state about \$18,600 for the year. Against this, the income of the Thompson estate for the year 1890 was estimated at about \$19,500, which would clearly cover all the expense to the state. On the basis of these figures, it appeared that New Hampshire could hardly afford to permit such a valuable prize to escape.

However, opinion on the subject was far from unanimous. The state board of agriculture early recommended acceptance but the newspapers of the state debated the issue hotly. Clippings which have been preserved from eight New Hampshire newspapers show that five of these were vigorously opposed to acceptance, and two of the remaining three were rather lukewarm. *The Mirror and American* said that,

"Our state has one agricultural college, which is all of that kind of educational luxury she can afford. She needs another, such as Mr. Thompson provides for, about as much as she needs a million dollar pest house, and the offer of such a one, coupled with a condition that she shall forever support it, is about the last act of mistaken generosity she should be thankful for. If we were millionaires and wanted to bankrupt New Hampshire, we would give it about four agricultural colleges and three normal schools, and if we desired to put our money where it would do nobody any good, where it would remain a lasting monument to our misconception of the needs of the time, we would found an academy. The fact is, as everybody knows, we have many more of this kind of educational institution than we have or ever shall have students for, and it is mortal strange that natives of the State with sense enough to accumulate fortunes should continue to throw them away by making such wills as the one referred to."

The *Portsmouth Journal* hoped that the relatives would succeed in breaking the will, and thought that it was

". . . good *prima facie* evidence of an unsound mind, when a man will deliberately try to foist another incubus in the shape of a state agricultural college upon New Hampshire."

In Dover, the *Daily Democrat* referred to the will as the

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

" . . . last epistle of St. Benjamin . . . showing his intent to establish a turnip yard over in Durham if the state will agree to fence it and keep it fenced."

Similarly, the *Manchester Press* said that Benjamin Thompson had tried to force the people of New Hampshire to contribute to the support of his hobby, but that the *Press* was not dazzled and did not think the purpose worth the price. The present college, they argued, did not produce farmers, and there was no reason to expect that a richer one would; besides, agriculture was declining in the state, and

" . . . all the agricultural colleges between here and the setting sun will not convert the rocky hills of New Hampshire into gardens of Eden."

The most vigorous advocate of acceptance was the *Dover Enquirer*, which accused the *Mirror* and the *Democrat* of being unfriendly to the farmers and to education. The *Independent Statesman* of Concord supposed there was nothing to do but accept the money, though the editors felt that the bequest would do more for the farmers than a dozen such colleges if it were used to found a free agricultural magazine. Nothing was said about where the material for such a magazine would come from, however.

The *People and Patriot* of Concord suggested that an arrangement be made with the heirs, and the proceeds of such be used to move the college nearer the center of the state. The *Nashua Gazette* favored moving the college to Durham and uniting all the efforts of the state under one head.

The *New England Homestead* of Springfield, Massachusetts, said that Dean Pettee and most of the board of trustees were in favor of staying in Hanover, but that President Bartlett was unfriendly and thought that the New Hampshire college should be entirely separate, particularly now that it had enough money to move to Durham. They reported further that there was a strong feeling for "a branch experiment station and farm school at Tilton," where they understood that Mr. C. S. Tilton "is ready to give handsomely" for such a purpose.

If the press could be considered as representing accurately the sentiment of the people, it would appear that the Thompson will stood a rather poor chance of being accepted. However, the friends of the college were by no means inactive. J. D. Lyman

## BENJAMIN THOMPSON'S BEQUEST

of Exeter wrote to the *Independent Statesman* favoring acceptance and removal of the college to Durham as soon as possible. He praised Benjamin Thompson's "good sense" in seeing the need for a large fund in order to make a success of the college in contrast to the "starveling at Hanover." It did not take long for the majority of the members of the Grange to express themselves in favor of the acceptance of the Thompson bequest.

Dean Pettee told the legislature that the faculty of the college was in favor of accepting the gift and deciding what to do with the college later. President Bartlett strongly urged the legislature to accept the bequest. The day after the legislature voted to do so, he wrote to a friend that he had long regarded the removal of the Agricultural college as a foregone conclusion and was not at all disturbed about it.

On January 29, 1891, John D. Lyman moved in the legislature that a special committee of one representative from each county be appointed to investigate the problem of the will. The committee included John D. Lyman of Exeter, Jeremiah Langley of Durham, Langdon Atkinson of Madison, James B. Tennant of Epsom, Henry A. Horton of Manchester, Christopher Robb of Stoddard, Moses F. Knowlton of Sunapee, Cyrus Sargent of Plymouth, and Henry E. Forristall of Columbia. The committee held a hearing on the eleventh of February at which no one appeared to oppose acceptance of the gift. This may seem extraordinary after all the newspaper talk against the will, but it seems clear that the advocates of acceptance had worked so effectively that the opposition had been silenced. James Joy, one of the executors of the estate, and Judge Foster, counsel for the executors, appeared to urge the committee to accept the will. They were supported by Dean Pettee, Joseph B. Walker of Concord, Frank Greene of Hampton Falls, and several other influential individuals. The legislative committee voted, according to the *Boston Journal*, "emphatically and unanimously" for acceptance. Though many prominent people in the state had been quite certain when the will was first made public that nothing would come of it, by the end of the year, sentiment in the state had become so strong that there was no possibility of rejection. *An Act to accept the Provisions of the Thompson Will, and to Provide for the present Disposition of the Funds*, was passed by both the senate and the house of representatives and was signed by Governor Hiram A.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Tuttle on March 5, 1891. Thus, the first step toward the realization of Benjamin Thompson's plans was taken.

One very important obstacle still had to be removed. As might well be expected, the provisions of the will had been a great surprise to Benjamin Thompson's nearest relatives. His nephew, William Hale Thompson of Chicago, came to New Hampshire and announced his intention of contesting the will. It is not clear whether he was ever joined in this action by his cousins, Lucien and Mary P. Thompson of Durham. Newspaper accounts of the time speak of the "relatives" as though all of them were meant, but this seems improbable as Lucien Thompson was an active partisan of the college within a very short time. He was elected to the board of trustees, in 1891, and served enthusiastically in that body until he moved to Colorado in 1912. His only complaint seems to have been that the money had been saved and accumulated by the Thompsons over a period of 200 years, and he felt that the members of the family should have been consulted before the money was sent out of the family altogether. However, he believed in the purpose to which the money was to be devoted and quickly reconciled himself to the terms of the will.

William Thompson hired Mr. Kivel of Dover and Mr. Frink of Portsmouth as counsel and carried the fight to have the will set aside to the Supreme court of the state. No attempt was made to show any lack of capacity on Benjamin Thompson's part to make a valid will. The contest was based wholly on the constitutional ground that the state had no right to hold and administer an estate. The will required that the state hold property and guarantee not only the safety of the principal, but also the payment of a certain rate of annual interest, and perform other duties in the relation of a trustee, executor, or administrator. The case was not actually argued before the Supreme court for it soon became clear that the contest was hopeless, and Attorney Frink announced in May, 1891, that no further contest would be made. With this, all obstacles to action by the state were removed.

The question of whether to move New Hampshire college to Durham immediately or to wait until the expiration of the 20-year period still remained to be settled. Lucien Thompson told a newspaper reporter, the day after the will was accepted, that he thought the college should move to Durham immediately. Dean Pettee spoke before a meeting of the Farmer's council, which consisted of the members of the legislature who were farmers, and

## BENJAMIN THOMPSON'S BEQUEST

told them that he saw only two alternatives, either to move the college to Durham and appropriate \$100,000 for new buildings, or leave it where it was and appropriate \$11,000 for repairs and a new workshop to be built in Hanover. The state had to decide soon, he said, for the secretary of the interior might withhold the money due New Hampshire college under the act of 1890 if he were not satisfied that the college was being conducted properly.

George Whitcher appeared at the same meeting to speak in favor of moving and to report a threefold resolution which the Alumni association had recently adopted at its annual meeting in Manchester. This stated that (1) the college should be moved at once, (2) the state should make an adequate appropriation for new buildings, (3) the alumni were convinced that the influence of Dartmouth college was detrimental to the state college.

A special committee of the legislature, including William A. Foster of Concord, E. A. Hibbard of Laconia, and E. G. Eastman of Exeter, reported in favor of giving Dartmouth college the one year notice which was required by the contract of 1868 and moving as soon as the Thompson property had been placed in the hands of the state. President Bartlett expressed his personal willingness to have the notice waived if it would be "expedient for the state in order to facilitate moving." The special committee reported a bill to provide for the removal of New Hampshire college from Hanover to Durham. The bill passed both houses and was signed by Governor Hiram A. Tuttle on April 10, 1891.

This bill provided that the contract with Dartmouth should be terminated and that New Hampshire college and the Experiment station should be moved to Durham as soon as practicable. The land and buildings of the college in Hanover were to be sold, subject to the right of occupancy until the actual time of moving, and the proceeds were to be used either for the construction of buildings at the new site, or so far as the proceeds

". . . shall be derived from the sale of the land  
conveyed to said college by [John Conant], in accord-  
ance with the terms expressed in his said will."

In addition, Dartmouth was requested to repay the \$15,000 which the state had advanced toward the cost of Culver hall.

The manner of election and the composition of the board of trustees were changed to fit the new situation. The governor of the state and the president of the college were to be members *ex officio*, and the alumni were empowered to elect one member. The

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

rest of the trustees were to be chosen by the governor and council with the provision that at least one trustee on the board be from each councilor district. Not more than five of these ten appointed trustees were to be of any one political party and at least seven of them were to be practical farmers.

An appropriation of \$100,000 was made

"... for the removal of said college from Hanover to Durham and the erection and maintenance of suitable buildings for the purposes of said college."

This appropriation was to be raised by a bond issue. The act accepting the Thompson bequest had previously provided that the state, in case it should be found advisable to move the college before the expiration of the 20-year period, might "raise and set apart such sums of money as will make said funds equal in amount" to what they would have been if allowed to accumulate.

There were two changes provided for in the act which were significant. The office of "President of the College" was a new one. Previously, there had been a president of the board of trustees and a president of the faculty. Technically, President Murkland was the first president of New Hampshire college. Only once had the two former offices been held by the same man. Asa Smith and Samuel Bartlett, both presidents of Dartmouth, had served as president of the faculty, and Asa Smith, George Nesmith, and Lyman Stevens had held the office of president of the board of trustees. The business of the college had been handled through a series of managers which had included Ezekiel Dimond, Benjamin Blanpied, and Dean Pettee. All these functions were now to be directed by one individual. However, the trustees decided that it would be inexpedient to elect a president until the college had moved to Durham.

The second change for which the act provided was the inclusion of a trustee elected by the alumni. Though the Alumni association had been in existence since 1880 and had taken a lively interest in the affairs of the college, this provision seems to have taken some of the members by surprise, especially one alumnus, who wrote to Dean Pettee asking whom he would recommend as a candidate. The manner of conducting the vote for this position has not been preserved so far as can be discovered, except for a comment in a letter from Joseph Kidder, secretary of the board of trustees, to Dean Pettee, in which he says, "The

## BENJAMIN THOMPSON'S BEQUEST

records show . . . time for returning votes was extended to October 1, 1892 . . . to be counted by the President, Treasurer, and Secretary." The person with the highest number of votes, apparently with or without a majority, was to be declared elected, and the results laid before the board of trustees at its next regular meeting.

Dartmouth college was offered the opportunity of purchasing all of the property of New Hampshire college in Hanover. President Bartlett favored buying everything, including the farm, but his advice was not followed by the Dartmouth trustees. Dartmouth bought Conant hall, Allen hall, the workshop, and the adjoining land for \$10,000, and that part of the farm south of Wheelock street and west of Park street, including about 22 acres, for \$5,000. The Thayer school bought the Experiment station building for \$3,000. The rest of the farm and the buildings on it were sold to John M. Fuller for \$10,000.

That President Bartlett was wiser than the trustees in this matter is indicated by the fact that Dartmouh has since bought all of this land at a much higher price. Dartmouth was also asked to pay the \$15,000 due the state for Culver hall and agreed to do this, according to a letter from President Bartlett to Dean Pettee, "on condition that the N. H. C. A. M. A. give possession of the whole laboratory in Culver Hall next term and onward."<sup>4</sup> If this were done, Dartmouth "in case it is not relieved of paying the \$15,000 as is earnestly hoped, will pay that sum by May 1, 1893 . . ." This did not prove to be necessary, for the legislature of 1893 passed an act giving the state's share of Culver hall to Dartmouth and appropriated \$15,000 to compensate New Hampshire college. In addition, \$35,000 more was appropriated by the same legislature toward the building fund of the college; the money to be raised and the bonds retired in the same way as the previous sum of \$100,000.

Including the compensation for the loss of Culver hall, the college received \$43,000 for its Hanover properties, which was considerably less than either the cost or the value of them, but which even so represented more than the estimate of a possible return which had been given to the legislature two years before. This, with the state appropriations, gave New Hampshire college enough money to construct adequate buildings for "classroom,

<sup>4</sup> Letter dated April 7, 1892. The building was not actually turned over to Dartmouth until the following year.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

laboratory, shop and farm purposes" as Dean Pettee pointed out, but not enough to "furnish dormitory facilities for any large number of students."

This fact did not disturb Dean Pettee, however, for he reported in 1892 that,

"After thorough investigation, it was found that several of our leading colleges had very successfully adopted the plan of leaving to private enterprise and capital the erection of all dormitories, thus freeing themselves from the difficulties always attending the management and control of such buildings, while benefiting students by giving them the advantages of individual homes, care and oversight. The exigencies of the situation and good judgment have combined in establishing this system at Durham. It is confidently expected that this opportunity for the extension of private enterprise will be appreciated and acted upon at an early date."

It is not surprising that Dean Pettee should have over-estimated Durham's capacity to take care of the housing needs of the college, for his previous experience would hardly have prepared him for the enormous increase in the enrollment of the college which took place after the removal from Hanover. The need for more and more living quarters for students has been a problem which has continued down to the present day.

The first group of buildings to be constructed were:

1. The Main building, which contained an office, classrooms, library, museum, and an assembly hall. This is the present Thompson hall.
2. The Science building, with all the necessary laboratories. This is now Conant hall.
3. A building for the Experiment station, which has since been twice enlarged and is still called Nesmith hall.
4. The Shop building, which included a steam heating plant to serve all the buildings.
5. A barn, which burned on November 3, 1894, and which was located on the site of the present Dairy building.

All these buildings were to be constructed of brick except for the barn. The firm of Dow and Randlett of Concord, the same firm which had planned the college buildings in Hanover,

## BENJAMIN THOMPSON'S BEQUEST

was chosen to construct Thompson hall, Conant hall, and the Shop building. Mr. Randlett superintended the actual construction. Nesmith hall and the barn were built under the direction of the board of control of the Experiment station, and Director Whitcher supervised their construction.

Charles Eliot of Boston, son of the famous president of Harvard university, was hired as the landscape architect, and he had to face one of the first difficulties in planning the new site. The Boston and Maine railroad line then crossed the present campus between Conant hall and the Shops and continued across the sites of both DeMeritt hall and the present Faculty Club building. The station and the freight depot stood in the middle of the present campus. Fortunately, the railroad was already planning to move the tracks about 900 feet to the west to its present location in order to straighten the line. At one time, Mr. Eliot was disconcerted to discover that the railroad's plans had been so drawn that the tracks would have been placed over the water tank knoll and would thus have gone through Nesmith hall. A hurried consultation straightened out the difficulty. After the tracks were changed, the old railroad station was moved down near the corner of Mill road and Main street where it became familiar to many students as Runlett's store.

It became necessary to buy some land in Durham, and Dean Pettee was

". . . authorized to purchase such lots of land in Durham as he considered necessary for the uses of the college, at the lowest possible price, with the approbation of the executive committee."

As usual in such a case, Dean Pettee found that even so routine a matter presented difficulties. For example, one property owner, whose original price was \$1,200, wrote to him, "now that the college is coming there, we feel that the place will be much more valuable," and raised the price to \$2,000. Others increased their prices accordingly. Ephraim Jenkins and Jeremiah Langley, both of Durham, acted as agents for Dean Pettee in buying land, both for the use of the college and for his personal needs. Joshua Hall of Dover was the lawyer for the college all through this period.

While the building was underway, at one time or another, nearly every faculty member had to go to Durham to aid in the supervision of the construction. Naturally this made it diffi-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

cult to maintain classes in Hanover, but the entire faculty was so eager to see the work in Durham progress satisfactorily that it was always possible for substitutions to be arranged in order to keep things going properly in both places. That this enthusiasm for the new location was shared by the students is indicated by the fact that the class of 1892 petitioned to have its commencement program in Durham. This was done even though the ceremonies had to be held in the new barn which was not wholly completed. The class of 1893 also had its commencement in Durham in the auditorium on the top floor of Thompson hall, although the inside of the building was unfinished and planks had to be laid across the skeleton of the stairway so that the people might get upstairs for the ceremonies.

Albert Kingsbury was placed in charge of the construction of the heating system and S. H. Woodbridge of the Massachusetts Institute of Technology was the consulting engineer. Neither was able to be in Durham all the time, and considerable trouble developed over faulty construction, which threatened to cause hard feelings among all involved. This was averted by the close co-operation between Mr. Woodbridge and Mr. Kingsbury. The latter wrote on one occasion,

“Woodbridge writes . . . he will be in Durham Wednesday and I think I should go there too on that day. I had expected to be in Hanover Wednesday morning . . . but will make it a day later. My classes have work laid out for them sufficient unto the day, but you may notify them if you will that I shall not be back till Thursday morning.”

Mr. Woodbridge condemned some of the work done and supported Mr. Kingsbury in his complaints against the steam fitters, saying in one letter,

“As instructor for the college, he ought certainly to have authority to order work suspended, or even taken down and redone, and he should be given the treatment due his position and his worth.”

As finally constructed, the steam system was sufficiently successful so that I. P. Roberts, director of the Cornell Experiment station, wrote to Dean Pettee in 1893 asking for information on “your most admirable system which I saw last winter” in order to correct some defects in the Cornell plant. Even after the plant

## BENJAMIN THOMPSON'S BEQUEST

was in operation, the supply of fuel was uncertain for a while, and Mr. Kingsbury wrote to Dean Pettee that he had received no coal,

"... since the 10 tons of last Saturday. This all gone and burning wood again . . . found car at Portsmouth which station agent has promised to ship . . . We can't get to wood at Reservoir yet; Whitcher's all gone—Bunker's pine all gone, and we have started on his hard wood."

Another time he wrote that "All going on slowly and well here," except that some of the men "got at loggerheads while I was away, and have not yet fully quieted. C——— says he will *quit*, but I guess he won't. He is quite cranky."

Dean Pettee, Director Whitcher, Mr. DeMeritt, and others were forced to put in much time and planning to secure an adequate supply of water for the college. A dam was built on Pettee brook behind the present horse barns, which impounded a large enough reservoir to take care of the needs of the barn and gave protection against fire.

Artesian wells were dug in back of the Shop building to provide drinking water for the college. It was proposed that the college construct a water system which would supply the town with both drinking water and electric power. The Wiswall Paper mill privilege on the Lamprey river near Packers' Falls was seriously considered for this purpose. There was a dam in good working order and a flow of water capable of developing about 300 horsepower. Moreover, a large reservoir for water would be available at the same time less than three miles from the village. All of this could have been developed at a low cost. There was some doubt about the legality of the college going into such a business, however, and the matter was dropped rather than to introduce an additional source of controversy before the legislature which was then considering an appropriation for the institution.

Electricity for the use of New Hampshire college was at first generated by steam power. One of the students had planned to refer to the wonders of electricity in his speech at the graduation ceremonies of the class of 1893 and at the same time to point to a light bulb in the ceiling of Thompson hall. When the day came, the current had not yet been turned on, so he had to amend his speech and refer to the electricity which would be shining in the bulb.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

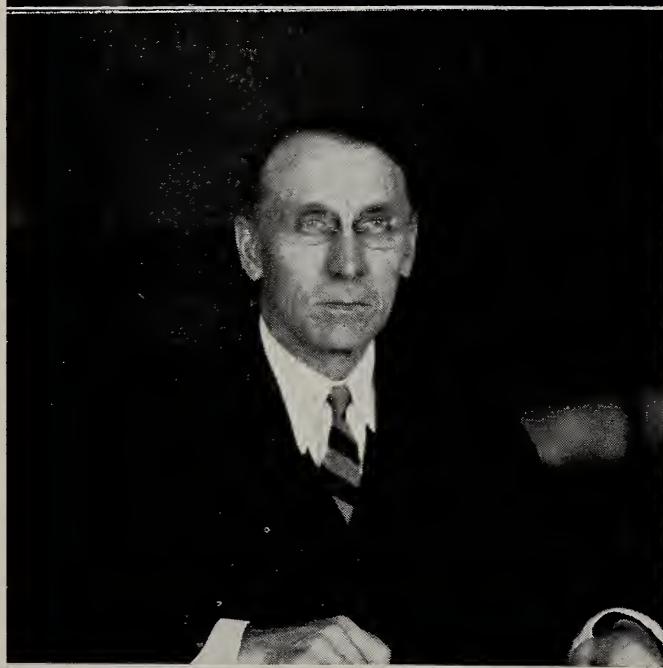
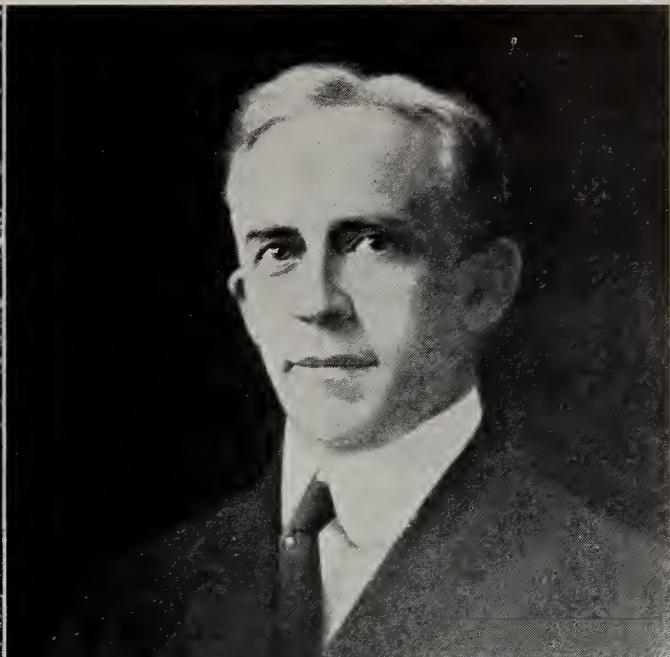
All of the construction work was hurried as much as possible, and in spite of difficulties and numerous complaints, New Hampshire college was finally ready to open at its new home in time for the fall term of 1893. One faculty member wrote, in the midst of the building operations,

"There is a fearful and wonderful amount of unjust & uncalled for criticism, not on me alone, but on everybody. The Barn which a year ago was praised by everyone is now cursed *ad infinitum*, the reservoir previous to the rain was a fruitful subject & now that it is full the pipe line is pronounced useless and a waste of money. The *boilers* are known to be worthless and the central system of heating absolutely a failure at best. Jobbery is charged in awarding the contract to *Dow and Randlett*, and in the purchase of the brick at Epping. The only man so far as I know who isn't accused of dishonesty or ignorance is Lowell. I haven't heard anyone abuse him, so far. Well, I suppose 'the world will continue to have revolutions and such like.' "

This was written after a meeting at which the writer had found it necessary to defend his actions rather vigorously, so that it may represent an unduly prejudiced view, but certainly, it must have been extremely difficult for this small group of men to supervise building operations involving expenditures of \$170,000 while conducting the daily classes and the administrative routines of the college.

Their troubles were aggravated by the fact that their two positions were separated by 100 miles when transportation was limited to indirect train routes or to the horse and buggy. A special building committee of the board of trustees, which included Lyman Stevens, Benjamin Prescott, Charles McDaniel, and Dean Pettee, was in charge of operations. The construction of the Experiment station building was taken care of by the board of control of the station.

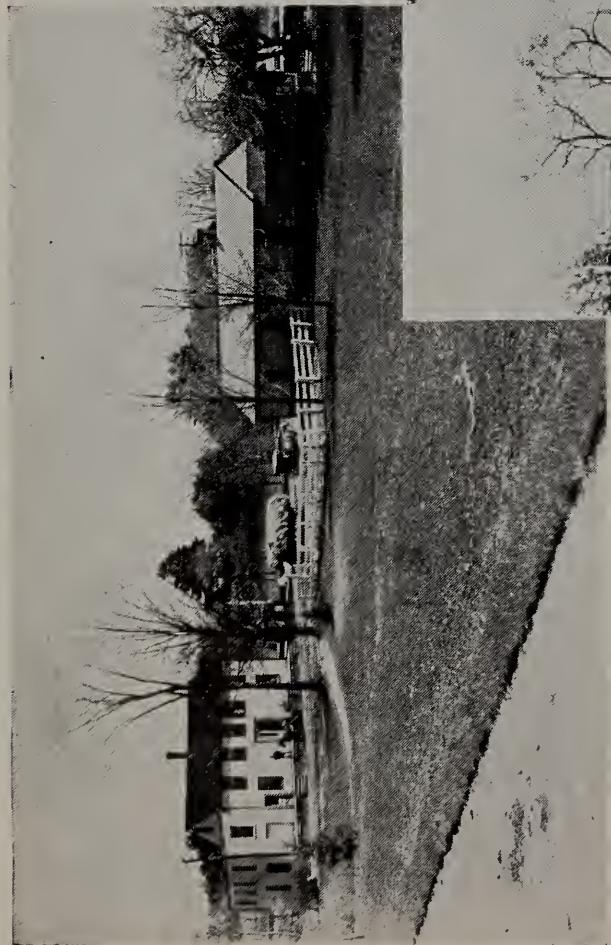
The housing situation called for immediate action even before the college actually moved. As his contribution to solving this problem, Mr. Whitcher constructed several buildings himself. He built Dean Pettee's home, three houses on Strafford avenue, the present Lambda Chi Alpha house, and the four-story building which was later known as the Pettee block, where the Gorman



*Top Left:* CHARLES SUMNER MURKLAND  
*Middle Left:* EDWARD THOMSON FAIRCHILD  
*Lower Left:* EDWARD MORGAN LEWIS

*Top Right:* WILLIAM DAVID GIBBS  
*Middle Right:* RALPH DORN HETZEL  
*Lower Right:* FRED ENGELHARDT

EARLY VIEWS



*Top Left:* THE OLD RAILROAD STATION

*Lower Left:* VIEW OF CAMPUS LOOKING SOUTH

*Top Right:* THE GYMNASIUM

*Lower Right:* VIEW OF CAMPUS LOOKING NORTH

*Center:* LOWER END OF MAIN STREET, LOOKING NORTH

## BENJAMIN THOMPSON'S BEQUEST

block now stands. He also started developing the water company, but when he left the employment of the college, he sold it, with the building on Main street, to Dean Pettee.

In order to meet the needs of the new settlement centering around the college, the selectmen of Durham authorized a new road, to begin, "near the old blacksmith shop owned by Jeremiah Langley," which was on the corner where Smith hall now stands, across land owned by the college and by Mr. Whitcher, both of whom waived damages, to "the Madbury road so called at a point opposite Garrison avenue." This last name, at that time, applied to the road going from Madbury road up to the Woodman Garrison house, which stood on the hill behind the present town schoolhouse. The name is now used only for the part of the road built in 1893. Mr. Whitcher built his houses along this new road and a side road leading from it, known formerly as Faculty row, but now as Strafford avenue. Other dwellings were soon built on these streets by members of the faculty. It was necessary for many of them to build their own homes because Durham did not have enough houses to supply the demand. Professor Parsons and his family, and after them, Professor Scott and his family made use of the second floor of the Woodman Garrison house until houses were built for them.

Dean Pettee wrote to Miss Lucetta Davis, Benjamin Thompson's housekeeper, asking her to vacate the Thompson house, which contained 20 furnished rooms and was needed by the college. The letter was a model of tact:

"I can see [he wrote] that any such partial occupation of it by yourself would not comport with your selfrespect. We don't wish to consider you as a servant to be tucked away in a corner, but as a prominent personage of Durham, who was for many years the companion and counselor of the benefactor of the college."

He then pointed out that Miss Davis had a house of her own where she could be more comfortable and independent. The Thompson house was used first by some of the college staff, then was made into a women's dormitory which it continued to be until it burned in December, 1897.

The college was interested in acquiring one other very important piece of property. Ephraim Jenkins told Dean Pettee,

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

"I was in hopes that the trustees would think best to take the Hotel under their 'protecting wings'—not to run it themselves but as an investment, and then—for a certainty *rum* would be forever prohibited. As we know from the past, if any individual owns it, it will have to be watched with a *shot gun* to keep it out."

This referred to the old Oyster River tavern which stood opposite the Town hall. The college did not acquire the property, but the tavern was destroyed by a fire in May, 1896.

In order to start the college in the best possible manner, the faculty members made a number of trips to see what other colleges, as well as industrial plants, were doing and to get all kinds of information which would be helpful in their work. Professor Parsons made one trip through the South, visiting experiment stations, colleges, and experimental farms. During the summer of 1892, he wrote to Dean Pettee several times from Ithaca, Washington, and New York describing some of the ideas he had acquired which he thought were valuable. Director Whitcher also made a trip to New Orleans for a convention and planned to stop in several places along the way, but was unable to do so because of the press of work in Durham.

There were several official visits to Massachusetts Institute of Technology; all of the members of the board of trustees were included in one of these visits. Durham also received more than its accustomed share of visitors, including the previously mentioned visit of Director Roberts of the Cornell Experiment station; state officials, members of the legislature, and members of the Grange were frequent visitors. Among the visitors were the students of Northwood academy who came to Durham on their "annual May-ride" in the spring of 1893 to see for themselves what attractions the new institution would have for ambitious members of the graduating class. Of the 30 who came on this first trip to Durham, a "good number" were influenced to consider entering the college. Such visits meant much to the future prosperity of the college.

Professor Scott was put in charge of shipping the college's property from Hanover to Durham. Much of the furniture was sold in Hanover, and some of the collections which were not needed in the new location or which were easily replaceable were given to Dartmouth. Professor Scott reported in the midst of

## BENJAMIN THOMPSON'S BEQUEST

this work that, "The present arrangement is as bad as anything can be. I have wasted about a week of time trying to learn what belongs to the college."

One of the problems of shipping was concerned with sending the famous "Daniel Webster plow," which belonged to the college, to the World's Columbian exposition at Chicago to be included in the exhibit of the Agricultural colleges and Experiment stations. Henry E. Alvord, an official of the newly-formed Association of Agricultural Colleges and Experiment Stations, was put in charge of the exhibit by the federal department of agriculture. One incidental service which the college performed in this connection was to see that a life-size bust of Senator Morrill of Vermont was properly packed and shipped to the fair from the senator's birthplace in Strafford, Vermont. Dean Pettee sent John Brown, the shop foreman, to do this, in response to a request from Mr. Alvord. Mr. Brown was so prompt, however, that he got to Strafford before Senator Morrill appeared and, incidentally, impressed Mr. Alvord very much.

With the completion of the buildings at Durham, it became necessary to examine the financial condition of the college. One important source of income, which has not been discussed previously, was the money granted by congress in the, so-called, Second Morrill act which was passed on August 30, 1890. This act was intended to broaden the scope of the land grant colleges and it granted \$15,000 for the year 1890 to each state and territory

"... for the more complete endowment and maintenance of colleges for the benefit of agriculture and the mechanic arts . . . to be applied only to instruction in agriculture, the mechanic arts, the English language, and the various branches of mathematical, physical, natural, and economic sciences, with special reference to their applications in the industries of life, and to the facilities for such instruction . . ."

This sum was to be increased by \$1,000 annually for ten years, and thereafter, \$25,000 a year was to be paid to each state meeting the requirements of the act.

This grant was accepted by the New Hampshire legislature six months later, but New Hampshire college did not use the income from this source while the college was in Hanover since the trustees preferred to reserve the money for use in Durham. Dean

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Pettee wrote to Mr. Alvord and asked him to arrange to have the money held for the college. Mr. Alvord secured the permission of the secretary of the interior to have this done in order "to assist in a judicious, deliberate and effective expenditure of money, rather than encourage undue haste." Dean Pettee also asked for a ruling on the meaning of the word, "facilities" in the act and got a reply to the general effect that it included equipment but not buildings; the state was still responsible for the buildings of the institution.

With the completion of the building program, a complete balance sheet was called for and presented to the board of trustees. They voted to have the secretary of the finance committee, Albert DeMeritt, "approve all Bills against the College until a Purchasing Agent should be employed." The increased income and expenditures of New Hampshire college made necessary the employment of some one person to handle the business functions of the institution.

When New Hampshire college was finally located in its new home, the trustees turned their attention to the selection of a president. They knew that with the right man to lead the institution, New Hampshire college was ready to resume in Durham the work which it had started in Hanover and to carry that work forward on a much larger scale. The college had more income than formerly, an endowment which would be available at a not too distant date in the future, and prospects for more students and greater success than ever before.

# *The Administration of President Murkland*

## CHAPTER V

The election of a president, for which the legislative act of 1891 had provided, was postponed by the board of trustees because of the lack of money for his salary and because of the generally unsettled condition of the college during the moving period. After the death of George W. Nesmith in 1890, Lyman D. Stevens of Exeter, an outstanding leader of the Grange and a prominent political leader, was elected to the presidency of the board of trustees and of the faculty and served throughout the transitional period as actively as his numerous other interests permitted.

He was succeeded by former governor Benjamin F. Prescott of Epping, New Hampshire, who was elected president of the board of trustees on July 19, 1893, and continued in that position until his death a little less than two years later.

Throughout the unsettled period during which the preparations for the transfer of New Hampshire college to Durham were being made, the question of a president recurred time and again. Newspapers and various people interested in the college advanced the claims of their candidates. Dean Pettee was the active head of the college and received \$400 a year over his regular salary, "for extra work as Dean up to the time when the College shall be located at Durham and a resident President shall be elected."

By the summer of 1893, the plant at Durham was nearly finished, and plans were completed for the opening of the college in the fall. The board of trustees moved to elect a president. The candidates suggested were numerous and well qualified. Most actively supported of all the candidates was Nahum Bachelder. He was master of the State grange and chairman of the state board of agriculture. The Grange endorsed him and he received the support of a number of influential newspapers in the state. In fact, his name was actually brought before one meeting of the board and voted down on the grounds that there was not enough money to pay a salary appropriate to the position. The chief argument in his favor was his lifelong interest and activity in agriculture and farmers' organizations and his thorough knowledge of the state.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Mr. I. P. Roberts, director of the Experiment station and professor of agriculture at Cornell, was a prominent candidate. He visited the college during the winter of 1892-1893, and at that time was urged, possibly by Dean Pettee, to apply to the trustees for the appointment. He never did so, and apparently his name was never formally considered. Others whose names were suggested included Jeremiah W. Sanborn and George T. Powell of Ithaca, New York. The last of these was endorsed by the *New England Homestead* as "a strong agriculturist . . . just the combination to fill the bill . . ." In every case, the men suggested were specialists in agriculture above all else. It was assumed that an agricultural background was indispensable for the position.

It is easy to understand, therefore, the surprise and somewhat general disapproval which greeted the announcement of the final choice of the board of trustees. At the trustees' meeting which was held May 18, 1893, the Reverend Charles S. Murkland of Manchester was elected to take office the following July third. There is no evidence that his name had ever been mentioned prior to this meeting of the trustees. In fact, Mrs. Pettee wrote to her husband on May 19, 1893, "Mr. Murkland's election was a great surprise to me for I have never heard his name mentioned. I presume it was not to you." Charles Parsons wrote the same day, "I wish you could also give me some information in regard to our new President . . . We are all in the dark. Was money found to be available for his salary?" This surprise was general and was echoed in the newspapers.

Explanations for this unexpected choice are surprisingly lacking. Mr. Murkland was pastor of the church which was attended by ex-governor Frederick Smyth, a member of the board of trustees from 1866 to 1897, who nominated him for the presidency. Mr. Smyth's prestige and influence on the board were deservedly very great, so that his sponsorship of any candidate would carry a great deal of weight. There was no question of Mr. Murkland's qualifications as a scholar or as an executive. In the minds of the people of the state, however, the college was primarily an agricultural institution, and they expected an agricultural authority of some prominence to be chosen to lead it. According to the *Enaichsee*, Mr. Murkland's name had been actively considered for the presidency of Dartmouth before the appointment of President Tucker, a fact which the student editor considered indicative of his worth. But Dartmouth was an entirely different kind of in-

## THE ADMINISTRATION OF PRESIDENT MURKLAND

stitution, and qualifications which would add much to a man's availability for such a position were objects of suspicion and even hostility to New Hampshire farmers.

Mr. Murkland's excellent educational background in the liberal arts and his thorough theological training counted against him with those who had been arguing for years that the objective of the college should be to train practical farmers. They did not hesitate to state their belief that a mistake had been made. The general attitude, reflected in some of the papers and in two letters written by Grange leaders, seems to have been one of watchful waiting. They were willing to give their support and hope for the best, but rather confidently expected the worst.

Under such circumstances, President Murkland's position was at best uncomfortable. His education had given him a strong bias in favor of the liberal arts and a profound respect for high standards of scholarship. He was a tall, vigorous man with a handsome appearance and a striking personality. At the time of his election, he was only 37 years old. His truly remarkable ability as a public speaker was one of his chief assets in his contacts with the people of the state, so much so that the *College Monthly*, after remarking on the success of his first year as president, went on to say,

"Perhaps the only drawback has been that others, finding out his lecturing ability, have more and more demanded him in the various educational meetings all over the state. Hardly a week has passed when he has not delivered at least one and sometimes five or six lectures."

Yet all the excellence of his training and personality combined could not wholly conceal the fact that he was undertaking a task which must carry him into unknown fields. Significantly, the *Enaichsee* reported that on his first visit to Durham, he "was surprised at the extent of the plant here." Such a lack of acquaintance with the size and the equipment of the college is not so extraordinary, but when added to an unfamiliarity with the subject matter of the basic work of the college, it indicates how profound an adjustment of President Murkland's whole pattern of thought was necessary to his success in the new position. He was regarded with a great deal of suspicion even by some of his new co-workers, and their first impressions of him were bound to have

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

an effect upon his later work. Though the editor of the *Enaichsee* predicted that "With Dr. Murkland at its head the institution will fully realize the bright hopes which its friends have entertained for its future," many in the state were grimly waiting to be shown.

As might be expected, an excuse for the expression of this discontent was soon found. At his inauguration, President Murkland chose for the topic of his address, *Educational Methods and Ideals*. So very important was this address and the principles stated in it to the future of the college, and so bitter were the controversies that raged around it, that a summary of its chief points is necessary to an understanding of later events.

President Murkland opened his speech with a discussion of the meaning and importance of a liberal education as a preparation for the business of living. This did not mean just "making a living," for only a man of little learning denies the value of culture. Breadth and stability of culture have always been a basis for entering the learned professions. A changing society had caused the old classical colleges to change their curricula, introducing modern languages and sciences. To the old ideal of studying for "knowledge and power" had been added the purpose of developing expertness and skill in specific occupations. The two kinds of education were basically different and did not belong in the same institution. In some schools, the sciences had been placed in an inferior position; in others, the elective system gave the student an opportunity to incorporate them in a broader classical course. The elective system was no solution but it did "at least declare the essential dignity of that technical education which is not unmindful of discipline and culture." The line would soon "be sharply drawn between those studies which are for practical utility in direct application, and those which are not."

A classification of function and purpose would help both kinds of schools. Technical education was not a rival, but a supplement to classical education, and in the ideal arrangement, would follow a thorough college course. The fellowship of intelligence was no longer confined to the learned professions, but was "open to any man of any occupation . . . who has the trained intellect and the indefinable spirit that come of a liberal education."

Much has been expected of the technical schools which was impossible. They should make no claim to give a liberal education, but only an opportunity to train for a profession, and the

## THE ADMINISTRATION OF PRESIDENT MURKLAND

student might win intellectual training in proportion as he was willing to devote himself to getting it. Farming had been wasteful and extravagant in this country. An agricultural college must "teach all that can be taught of that which the scientific spirit has to convey to the practical tiller of the soil." In this, the Experiment station must play a large part.

Agriculture had been "erroneously supposed to be the greatly predominant element in our college life." This course was offered "side by side with four others" of equal importance. It was

"... probable that very few of the students will elect the agricultural course with the idea of returning to the farm . . . When there shall have utterly ceased the cry of him who says that education has no place on the farm, then the farmer's boy will not feel driven, as he now does feel driven, to choose between farming and intelligence."

Until then, the mechanical and other scientific courses would be more popular. In these, thoroughness and freedom and originality of research were necessary. The courses might be broadened and "If the occasion should rise we are not debarred from introducing the ancient languages." Military science was to be introduced, and there were no limits to the expansion of the college save those of modern thinking.

The average student was poorly prepared, and standards should be raised to correct this, both in the college and in the preparatory schools. Post graduate courses might be given for specialists. The benefits of the college should be carried to the people through the new "university extension" movement. More departments should be added and there must be a firm regard for character and active aid for the religious life of the student. If all this were kept in mind, the future of the college would be bright.

The general argument of President Murkland's inaugural address would hardly arouse much opposition today, but there was material for controversy in it, particularly in the sentence, "If the occasion should rise we are not debarred from introducing the ancient languages." The state board of agriculture immediately met and sent a protest to President Murkland and to the board of trustees. This protest was signed by Nahum Bachelder as chairman of the board.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The *Concord Patriot* reporting on the matter stated:

"The New Hampshire College of Agriculture and Mechanic Arts has always been the cause of more or less contention between those who believed in a school-bred farmer and those who did not, and it looks as if the legacy of trouble which the institution inherited at Hanover had been transmitted to the new location at Durham . . ."

The appointment of Mr. Murkland

". . . did not meet the ideas of some influential agriculturists scattered throughout the state, most of whom were members of the State Board of Agriculture and believed that the energetic Commissioner of that body, Hon. N. J. Bachelder of Andover should have the place . . .

"The gentlemen opposed to Dr. Murkland, however, bided their time, and now they profess to have secured evidence that shows he is unfit to manage the institution, in the shape of his inaugural address, which, they say, indicates that he is going to run the institution for educational rather than agricultural purposes.<sup>1</sup> Those who are in opposition are greatly exercised . . ."

President Murkland's first response to this challenge was a statement to the papers in which he displayed a tendency to state his opinions bluntly:

"I understand the reason for this opposition [he wrote]. It is purely personal, and will not have the slightest weight. Whenever any organization attempts to interfere with the higher education of the college, that organization is bound to get crushed, and the only effect of the opposition is to stimulate the college to additional activity. Perhaps that will be the result at Durham with reference to the matter. I can only say that it is the attempt of a certain party to stir up discord because of ill-feeling on his part. I could not say anything very different from what I did in an inaugural address, but any talk about my being out of

---

<sup>1</sup>This contraposition of "agricultural" and "educational" purposes was common, particularly among President Murkland's opponents.

## THE ADMINISTRATION OF PRESIDENT MURKLAND

sympathy with the farmers is all bosh, as they will see when I speak at the farmers' meeting at Plymouth the 27th."

Whether or not President Murkland was correct about the cause of the protest, he vastly underestimated its importance and the strength of its supporters. In his personal letter to the state board of agriculture several days later, he was much more conciliatory. He stated that there was "a slight and probably inadvertent inaccuracy" in their resolution. It was not true that the federal funds could not be used for classical courses, for this was specifically provided for in the act of 1862, which was "not less comprehensive than my statement." That the college was bound by the wills of its benefactors in the use of their gifts, he was prepared to admit, but the wills could not change the character of the institution. The college had not departed in any degree from the requirements imposed upon it by congress, the state legislature, or any of its benefactors, and he denied any desire or intention that it should.

The board of trustees' answer to the state board of agriculture was less mildly put. The former declared that they were sure the board of agriculture's resolution

"... does not represent and could not have been intended to represent, the feelings of the men and women who make the profession of agriculture honorable and honored in our state—the actual farmers and their wives and sons and daughters. They have not authorized such a statement."

In this form, this part of their letter was taken out of its context and quoted in a letter sent out to all the local Granges over Nahum Bachelder's signature as master of the State grange. In the original, the last sentence quoted did not end at that point, but went on to assert that only by misconstruing the president's words could any unfriendliness to agriculture have been read into them. The college would respond to the needs of the people, as with the farmers' institutes which were to be started at President Murkland's suggestion. Finally, the trustees added that the committee on curriculum would be instructed to confer with the board of agriculture in Durham about the entire course of study and present the board's recommendations to the trustees.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

However, the board of agriculture was in no mood for conferring, but was determined to make a fight on the issue. Mr. Bachelder announced the board's intention to stand by its original position, and urged the Granges to be prepared to express themselves on the issue at the forthcoming State grange meeting.

At the Grange convention, in December, 1893, the committee on education reported a resolution endorsing the board of agriculture's position and quoted with approval the board's demands that the college "should be chiefly agricultural in its character" and that every effort should be made to make the agricultural course the most popular one offered, while at the same time, taking care that it should be "intensely practical, and educate towards, instead of away from, the farm."

At the same Grange convention, another committee, that on the Agricultural college, reported with equal emphasis on the primacy of the agricultural course, but in a more conciliatory tone toward President Murkland. They claimed that the \$4,800 annual income from the land grant of 1862 was the only money, any part of which, the college might spend for classical education. They further quoted from the act of 1890 and from the wills of General Culver, John Conant, and Benjamin Thompson, to prove that all of these put agriculture first in interest, and therefore, required that the money secured from these sources be used, above all, to promote agricultural courses.

One curious thing in this report of the Grange committee is the fact that it quoted President Murkland with approval as an advocate of the agricultural emphasis. Whether this was an attempt to disarm the opponent by overpraise, or merely a move toward conciliation is not clear. In either case, it failed of its purpose. The newly elected master of the State grange, William H. Stinson, offered a resolution which endorsed his own support of the anti-Murkland group, and accused President Murkland of intending to make agriculture one of five equally important courses, thus receiving only one-fifth of the income of the college, instead of the four-fifths which Mr. Stinson believed it was entitled to. Each of these resolutions was adopted by large majorities, in spite of their great dissimilarity, both of manner and of content. Mr. Stinson was the most vigorous and uncompromising advocate of the anti-Murkland point of view from then on, and Mr. Bachelder receded more into the background.

## THE ADMINISTRATION OF PRESIDENT MURKLAND

The defense of the college was led by delegates from the Scammell grange of Durham. Before the meeting of the State grange, they had had a circular printed and sent to all the local Granges, pointing out that eight of the thirteen trustees were Grangers, and nine of them were practical farmers. Mr. Murkland had been their unanimous choice for president, and his election was approved by the faculty, students, and townspeople of Durham who knew the college best. The Scammell grange accused the opposition of desiring to make a "clearly revolutionary" change in the established policy of equality between the agricultural and mechanic arts courses since,

"'Chiefly agricultural' must mean the exclusion of the Mechanic Arts courses, which policy . . . is now for the first time called for by an agricultural organization in New Hampshire."

Since no one had any intention of starting a classical course, therefore, "the question of the management of the State College should be referred to its Board of Trustees."

The dispute became public property and was taken into the newspapers and all the agricultural organizations of the state. The *New England Homestead* remarked that this was just what should have been expected from the election of a "preacher who knew nothing about farming and who had no sympathy with it," and that all this could have been averted if the trustees had taken the *Homestead's* advice and elected George T. Powell.<sup>2</sup>

The *Cold River Journal*, though recognizing President Murkland's ability, which had, "caused general satisfaction with the appointment at the outset," felt that

" . . . the interests of the farmers were not subserved in the election to the presidency of the college of a man whose education and predilections were all in the

---

<sup>2</sup> The *New England Homestead*, among others, was fond of citing the agricultural school at Storrs, Connecticut, as a model which New Hampshire college should follow. In view of this, it is interesting to find that B. F. Koons, principal of the school, wrote to Dean Pettee in 1893 that the Connecticut legislature had voted to change the status of the school to that of a land grant college, and asked his advice, based on the successful experience of New Hampshire college, about the best way to carry through the reorganization. The Storrs school, a very short time later, dropped the manual labor requirements which had been in force since its founding, and likewise, changed its name to the Connecticut Agricultural college.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

direction of classicism and whose experience as a moral preceptor may have developed a somewhat too dictatorial temperament.”<sup>3</sup>

Even *Our Grange Homes* of Boston, though friendly to President Murkland, felt that he had done “a very unwise thing” in speaking as he had, because

“... the truth ought not to be spoken at all times. An idea that fights for no principle but is unpopular, or liable to misconstruction had better not be uttered.”

The editors believed that the Grangers were “fighting a man of straw,” though later they were inclined to take seriously the complaint that the agricultural course was being reduced to the status of one of five equal interests.

The *Enaichsee*, the monthly student publication, offered a bit of conciliation in the following section of an editorial in its issue for February, 1894:

“In view of the above statement of courses offered, it is evident that the college is ready to receive and take care of all students, desiring an agricultural education, whether short or long; whether technical or related to the sciences, so close to agriculture, and she offers it to the student in the laboratory, class-room, and on the farm, if he can come to Durham; and if he cannot, she stands ready to help him to make his home take the place of the laboratory and class-room, and his farm the place of the experiment station. Because of this, we feel sure that the College seconds, as we know the *Enaichsee* does, the Worthy Master of the State Grange in urging the farmers of the state to send their boys to this institution to study agriculture in such numbers as shall compel it to be chiefly agricultural in its

---

<sup>3</sup> In the same article, it was said that the national master of the Grange, J. H. Brigham of Ohio, went to Washington while the act of 1890 was being considered, met with the National Association of College Presidents, and with their knowledge and consent, had a clause inserted in the bill restricting the money to agricultural purposes. The article continued: “On reaching his home in Ohio, he received a telegram from guardians of the Grange interests that the college presidents had played him false and got the clause stricken out. He immediately wired, ‘Kill the bill,’ and killed it would have been, had not these same college presidents implored him to go back to Washington, which he finally did, and the bill was passed in its original form.”

## THE ADMINISTRATION OF PRESIDENT MURKLAND

character, and demonstrate that an agricultural college can be made successful in New Hampshire.’”

Representative Edward Giles Leach of Franklin, introduced a bill into the 1895 legislature to amend the act removing the college to Durham in a manner which was designed to correct the evils of which the Grangers were complaining. The bill included the following points:

1. The board of trustees should be reduced to nine, including the governor and the president of the college as *ex-officio* members, one alumni representative, and six others chosen by the governor and council.

2. The institution should

“... combine physical with intellectual education, in which the graduate of the common school can commence, pursue and finish a course of study terminating in thorough, theoretic, and practical instruction in those sciences and arts which bear directly upon agriculture and kindred industrial pursuits.”

3. The requirements for admission should be, arithmetic, geography, history, grammar, reading, spelling, and penmanship. If higher standards were introduced, a one-year preparatory course should be organized.

4. A list of the courses which should be offered.

5. A two-year course of lectures should be given on the literature and science of agriculture in their “application to practical farming.”

6. A practical agricultural course of two years, required of every agricultural student, should be established and, also, a one-month course of lectures, held sometime during the winter, which should be designed especially for farmers.

7. All agricultural students should devote not less than two hours a day to

“... practical labor on or about the farm. Only such labor as is of value to the departments shall be paid for; other labor that is purely educational in its character shall be considered instruction.”

Obviously, the passage of this bill would have made a considerable change in the history of New Hampshire college. President Murkland chose to attempt to minimize the changes which

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

would be involved if the bill were passed. He had a leaflet printed on which the individual provisions of the Leach bill were printed in parallel columns with the actually existing conditions at New Hampshire college. According to this leaflet, the bill would have resulted in only two changes, the board of trustees would be reduced to nine from thirteen, and the entrance requirements would be lowered by dropping algebra and plane geometry. Physiology would not need to be dropped since it was required by state law in the common schools. The course of study would not need to be changed and the farmers' institutes, which were planned, would fulfill the requirements for the series of lectures for the farmers. The labor requirement was somewhat of a stickler, but President Murkland claimed that the practical experience received by the agricultural students was equal to that called for by the Leach bill even though it was not administered in the same way. The leaflet contained no comment of any kind other than the simple listing of contrasting items.

The Scammell grange put the point at which the leaflet hinted into a resolution passed in January, 1895. They asserted that the proposed Leach bill and the current practice would be the same, and that the passage of the bill

". . . would involve only a change in the personnel of the management which we believe would be detrimental to the agricultural interests of the state."

The *Dover Enquirer* went even farther, stating that the Grangers could hardly hope to get a better representation on the board of trustees than the existing ratio of nine out of thirteen, so the *Enquirer* could only conclude that Mr. Stinson and his associates wanted the present trustees removed in order to take their places on the board.

This was countered by the *Concord People and Patriot* with the declaration that, after reading the leaflet, it seemed to them that either somebody didn't know what he was talking about or President Murkland was lying. They hinted rather broadly that the latter seemed more likely. Most of those Granges which took action on the matter endorsed the Leach bill although six Granges in the southeastern part of the state supported the college or laid the matter on the table.

Leaving out of consideration the various personal conflicts and possible clashing ambitions involved in the situation, it is

## THE ADMINISTRATION OF PRESIDENT MURKLAND

possible to see a clear division of opinion in this dispute which was of vital importance to the college. It was expressed by Dudley T. Chase, in a letter to the *Claremont Advocate*, in which he asked if the endowment of the college was given to establish a school devoted to agricultural education narrowly construed, or

". . . to promote the liberal and practical education of the industrial classes in the several pursuits and professions, of which agriculture may stand at the head."

This argument was not new, but could be traced back to the debates over Senator Morrill's original bill. To some of the agricultural elements, the ideal arrangement would have been a somewhat superior academy specializing in advanced vocational training for future farmers and mechanics. To others, it seemed that a full college course should be offered to meet the needs of the sons and daughters of the agricultural and industrial working class but with care taken to keep the expenses of such an education at a minimum, and at the same time, devoting attention to research through the Experiment stations as well as to courses for those who planned to become farmers. These two procedures were hardly compatible, yet opinion on both sides was so strong that it was essential that some form of compromise should be found.

It took some time for that compromise to appear. After a year of recriminations, the *Peterboro Transcript* remarked that "one half of the world is considering the other half through a misapprehension," and concluded that "we need at the head of our educational institutions men of the broadest and truest culture, not specialists."

Similarly, the *Manchester Mirror and American*, which had never been particularly enthusiastic about New Hampshire college, urged that the two groups stop fighting and get together. Since the legislation desired by President Murkland's opponents could not be obtained, this newspaper believed that the opponents should give President Murkland a chance to prove his inefficiency, and

". . . to show that he intends to make a knowledge of Greek and French and dancing and painting and fine needlework the chief requisites for graduation honors; that he tabooos cowhide boots, especially ones with muck on them . . ."

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The editors added that there had been hostility to President Murkland from the beginning because he was not a farmer, and that the dispute had grown from that fact and was kept up by his original opponents. However, the important fact, which none could deny, was that the college was

". . . in better shape than has ever been the case before and the future of the institution never looked so bright."

The *Mirror and American* was correct in its contention that the original Leach bill could not have been passed. In its place, a bill was introduced as a compromise which reduced the provisions of the original Leach bill, and which was intended to solve the chief sources of disagreement. This bill provided that:

1. There should be established a two-year course in agriculture open to students who could pass an examination in the common school subjects. The students should not be required to take any higher mathematics or foreign languages. A diploma was to be awarded at the end of the two years, after which, the student might continue and complete the requirements for the degree in the four-year course.

2. A department of horticulture should be established with a specialist in charge.

3. The two-year men and all other agricultural students should be required to devote ten hours a week to manual labor and training for two years. One-third of this time might be spent in iron or wood working.

4. Twenty-five hundred dollars a year was appropriated for the expenses of the horticultural department and the two-year course.

The trustees were reported as willing to accept this compromise, but the advocates of the bill seem to have been over-optimistic, for the dispute continued on the specific items. The leading objective of the Grange, which was to make it possible for boys to enter New Hampshire college directly from the common schools, was served by this bill. On this, Mr. Stinson insisted most vigorously, and since the provision left the college free to raise the standards for admission to the regular course, it seemed an ideal solution.

The chief protests came from the Grangers. Some were afraid that the two-year students would be the victims of the same

## THE ADMINISTRATION OF PRESIDENT MURKLAND

sort of discrimination that had been the lot of the agricultural students in Hanover. One person wrote to *Our Grange Homes* questioning whether the ten-hour labor requirement would make the agricultural courses unpopular in comparison with the mechanic arts courses, and thereby, do more harm than good. Dean Pettee protested against the labor requirement, claiming that it was too strict and the number of hours required should be left to the discretion of the faculty. But more important to him was the need for a greenhouse. He argued that to establish a full-time horticulturist without giving him a greenhouse in which to do his work was ridiculous, and the legislature should add a further appropriation of \$2,000 to the bill for this purpose. Neither proposal was accepted.

Albert DeMeritt said that if people wanted to help the college, they would do better if they stopped all this pointless criticism and provided it with proper facilities. What the college needed was not a two-year course and a "nonsensical" manual labor program, but a greenhouse and a women's dormitory. President Murkland replied that the proposal for a horticultural department was an attempt to show that the college did not have one; this was untrue, and the horticultural courses were handicapped only by the lack of equipment.

The Alumni association passed a series of resolutions at its meeting in 1895 which pledged support to any measures which would give equal facilities to both agriculture and the mechanic arts. The alumni stated that,

". . . while realizing that the present tendency is towards the subordination of agricultural instruction, nevertheless we do not encourage or approve any tendency to swing to the opposite extreme, and subordinate the mechanical to the agricultural."

This statement was generally interpreted as a victory for President Murkland although the resolution was somewhat more in the nature of a compromise.

Throughout the debate, the different laws appropriating money for the school, as well as the wills of Benjamin Thompson, General Culver, and John Conant, were repeatedly cited to prove that both sides were right in their conception of the college's functions. Mr. Stinson's interpretation of these documents would have placed 80 or 90 percent of the income of the college at the

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

disposal of a purely vocational course in agriculture. All of these concepts were presented at the legislative hearing on the compromise bill. Jeremiah Sanborn, speaking for the bill, endorsed each of its points, then added that New Hampshire college was "the poorest equipped of any college of the kind in the country." Albert DeMeritt seized upon this last statement and wanted to know what the bill would do to improve the situation. He thought it better to give the college proper equipment instead of this

"... scheme of taking the appointive power from the hands of the executive and placing it in the hands of a secret society . . ."

President Murkland was outspoken in his speech before the legislative committee. He said that under the provisions of the bill

"... the whole power of the government of the college is to be taken from the hands of the executive and placed in the hands of a secret society antagonistic to the college and hostile to its purposes."

These words created an uproar. Later, he said that the claim that there was no horticultural department was a lie. Mr. Sanborn challenged him on this, and sharp words passed. Then President Murkland denounced the lobbying of such secret societies as the Grange, calling it a threat to the liberty of the people. Against such provocative statements, President Murkland's appeal for better equipment for the college went unnoticed.

The bill was finally passed on March 27, 1895, and was signed by Governor Charles A. Busiel, who was known to favor the Grange side of the argument. Reviewing the arguments which were used during the controversy, it is noticeable how few had any bearing on the final result. The college got a two-year course, which has continued to the present. It got a manual labor requirement which had to be enforced if it was to mean anything, and it got a little more money for certain specified purposes.

There had been no official decision regarding the general purposes and functions of the school. Dr. Murkland's opponents had been unable to secure his removal so that with the approval of the trustees, he remained in a position to put his ideas into practice. This fact, without any official opinions, proved decisive. The growth of a high school system serving the entire state soon made the issue of admission for common school gradu-

## THE ADMINISTRATION OF PRESIDENT MURKLAND

ates a minor matter. The public schools gave their students better preparation for college, with the result that New Hampshire college was able to raise its standards without working a hardship on anyone.

President Murkland believed, as had Ezekiel Dimond before him, that New Hampshire college should be prepared to meet all the needs of all the sections of the state's population, which might properly be done by an institution of worthy rank. If, therefore, students came to the college asking for courses which it had not provided, it was the duty of the college to try, within the limits set by legislative grants and the wishes of its benefactors, to meet those needs. Moreover, since President Murkland thought that the purpose of the proponents of the Morrill act of 1862 was to provide education for the children of the farmers and of the workers at a price and in a manner which would be best suited to their circumstances, he felt that there was ample legal authority for his program. As a result, the college continued to grow and to develop in those directions which have made possible the present University of New Hampshire.

George Whitcher, who did not agree with President Murkland on these issues, nevertheless stated in an interview that few students came to the college to get an agricultural education; instead they wanted an inexpensive place to get any kind of education. The course in agricultural chemistry was designed, in part at least, to meet this desire, and at the same time, to make it possible to list those taking it as agricultural students. It is to the credit of these early educators of New Hampshire college that they were willing to make such adjustments since by so doing, they were able to secure better results, not only in the field of agricultural education, but in other fields as well.

\*       \*       \*

In his report for 1892, Dean Pettee stated three things which he hoped could be accomplished after the college was moved to a more advantageous location. First of these was the institution of a series of short courses, particularly in dairying and horticulture, augmented by lectures and institutes throughout the state. Second, he advocated giving special attention to courses for women in order to encourage as many of them as possible to enjoy the advantages of the college. A good start had been made on this, with the registration of ten women students for regular or special courses. Finally, he said,

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

"... in regard to preparation for college, we desire that the advantages of the excellent academies and high schools, scattered over our State, may be enjoyed and utilized by those who propose to study here, in order that their progress after entering may be more rapid and satisfactory. It is generally unwise to hasten one's entrance under eighteen, at the expense of a thorough preparation."

This last was his way of advocating higher standards of admission to New Hampshire college. In this, his views were in accord with those of President Murkland. Similarly, the other two plans were of the greatest importance during President Murkland's administration since much needed to be done in both directions.

The requirements for admission in 1893 called for examinations in arithmetic, including the metric system; algebra to quadratics; plane geometry; political and physical geography; physiology; American history; English grammar and composition. A certificate from any academy or high school was accepted in place of the examinations.

Five years later, the standards were raised to meet the recommendations of the Association of American Agricultural Colleges and Experiment Stations. To the above listed subjects were added algebra through quadratics, including radicals and fractional and negative exponents; physics based on Gage's *Introduction to Physical Science*, Dolbears' *Natural Philosophy*, or an equivalent; botany based on Gray's *Lessons*, sections 1-15, 18, and 19, or an equivalent, with some knowledge of classification; the history of Greece and Rome based on Myers' larger work and Allen's *Roman People* or the equivalents; French grammar and translation of easy prose at sight; English based on a thorough knowledge of two prescribed sets of books which were changed each year, in addition to a thorough knowledge of spelling, grammar, and punctuation.

In 1901, solid geometry was added to the list, and the student was given the choice of either French or German for the language requirement. Such standards as these departed radically from the ideal set by Mr. Bachelder and Mr. Stinson, yet they were inevitable if the college was to maintain any standing and was to progress.

## THE ADMINISTRATION OF PRESIDENT MURKLAND

In the summer of 1894, the first Summer School of Biology was held. Classes met from July 5 to August 4. According to the announcement of the Summer school, it was intended especially for teachers of secondary schools "who feel the new impulse given to nature study and desire a more thorough knowledge of botany and zoology." The botany classes were conducted by Charles H. Clark, principal of Sanborn seminary, and the zoology classes by Professor Clarence M. Weed of the college. Facilities offered included classrooms in Thompson hall, free use of the library, microscopes, aquaria, collections, laboratory instruction, field work, lectures and informal discussions. Supplementary lectures were given by President Murkland and Mr. Fred Gowing, superintendent of public instruction for the state. About 20 teachers attended the first session. According to the *College Monthly*, weekly field excursions were the most thoroughly enjoyed feature of the Summer school, the best "being the trip to Kennebunk beach, where marine forms were studied."

In 1897, the name was changed to the New Hampshire Summer Institute and School of Science. This year, for the first time, the Summer institute, which was directed by the state superintendent of public instruction and which had formerly been held at Plymouth, was moved to Durham. Courses in chemistry, physics, and mineralogy were added to the curriculum. During the mornings, lectures were given from eight to twelve, while the afternoons were devoted to laboratory work and field trips, and in the evenings, more lectures and conferences were scheduled. Although this schedule appears crowded, the students must have enjoyed it, for the growth of the Summer school was steady. It was reported that special classes in "vertical writing and drawing met with much favor."

Another development of equal importance was the first Farmers' Institute course, which started on January 15, 1894, and continued for four weeks. Twelve years before, a similar course had been tried at Hanover, "at which one outside student was present; it was given up when Professor Sanborn went west to teach." The new venture was considerably more successful.

The purpose of the course as announced was "to prepare men for an intelligent home study of practical agricultural problems." In addition to members of the faculty, visiting specialists were included in the list of speakers.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

"Students will be required to take notes and join in the discussions . . . Those interested in particular subjects will be given all available facilities to inform themselves by means of practical work."

The *Enaichsee* gave the program of the institute:

"The following is a list of the subjects to be considered, with the number of lectures upon each: Plant Structure, 2; Chemistry of Plant Life, 4; Fertilizers, 6; Plant Diseases, 4; Dairying, 6; Stockfeeding, 6; Injurious and Beneficial Insects, 6; Relation of Birds to Agriculture, 2; Soils, 3; Drainage, 3; Diseases of Farm Animals, 6; Market Gardening, 6; Breeds of Live Stock, 2; Poultry Keeping, 2; Sugar Making, 2; Weather Service, 2; Household Science, 4; Water, 2."

The faculty members who lectured during this series included William Rane, professor of agriculture and horticulture; Fred W. Morse, professor of organic chemistry; Charles Pettee, professor of mathematics and meteorologist to the Experiment station; Charles L. Parsons, professor of analytical chemistry; Clarence Weed, professor of zoology and entomology; Herbert Lamson, instructor in botany and plant diseases and bacteriologist to the Experiment station; Ruel Alden, assistant agriculturist to the Experiment station; and Leigh Hunt, assistant horticulturist to the Experiment station. These were assisted by B. P. Ware of Clinton, Massachusetts, lecturing on market gardening; Austin Peters, D.V.S., of Boston, Massachusetts, on diseases of farm animals; Mrs. Ellen H. Richards, the noted pioneer in home economics of the Massachusetts Institute of Technology, on domestic economy and farm sanitation; I. K. Felch of Natick, Massachusetts, on poultry raising; J. Warren Smith of the Boston Weather bureau, on the weather service; George H. Moses, secretary of the New Hampshire Forestry commission and, later, United States senator for many years, on forestry; W. H. Bowker of Boston, on raw materials used in fertilizers; and L. J. Bailey of Cornell, on fruit raising. Altogether, 81 lectures were offered, 60 by faculty members and the rest by visitors.

The lectures by Mrs. Richards have a special interest. They were one of the first attempts toward developing the present active concern of the institution with home economics and the problems of the housewife.

## THE ADMINISTRATION OF PRESIDENT MURKLAND

During this Farmers' institute, regular students were excused from shop work and otherwise "given a little let-up," in order that they might attend the lectures. The *Enaichsee* reported that:

"The course thus far has been a success, although the attendance has been small part of the time. Many instructive lectures have been given, which pertain to the practical as well as the theoretical side of farming . . . the object has been . . . to give the farming people who cannot leave their business for a college course an increased knowledge of their work, and a practical knowledge of such subjects as the soils, their composition, the preparation for crops, use of fertilizers, etc. We expect that this course will have to grow slowly at first, as all other good things do, but the finding out by those who have attended what a good thing is offered cannot but result in larger numbers attending another year. The attendance at the general institutes so far has been very good."

The cost of the entire course was announced at \$20 for "railroad fares, board and room" for those who stayed in Durham for the four weeks.

Newington supplied more than its share of the attendance, for we read that:

"It was a graceful act of the Newington visitors, who attended the Institute course, to send a card of thanks to President Murkland, signed by twenty-four persons, expressing 'thanks and gratitude for the pleasure and benefit afforded by the course of lectures' . . . it must be understood that the parties came fifteen miles and many of them day after day."

Fifteen miles each way, day after day, in a New Hampshire January probably in sleighs, would seem to be a thorough test of anyone's interest. These visitors might have come by train, but the trip would have been long and roundabout, and rather expensive if repeated very often.

In the second Farmers' institute, several changes were made. More attention was given to dairying, and there were

". . . no examinations, no dry text books, but the very essence of a subject presented in a clear and forcible way by men who know thoroughly their subjects. Such

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

a course would be a good thing to carry through a whole college year, and in no way could a farmer get more out of this department of the college than by attending and sending his children to it."

The college officials recognized that it was impossible to consider these lecture courses as at all similar to routine undergraduate courses. Those who attended were left free to pick and choose at will and to derive whatever benefit they might from the lectures they chose to attend.

The special emphasis on practical dairying was designed to help the expansion of the industry which had become so important to New Hampshire. When the general institute course was lengthened to ten weeks in 1896, a special four-week course in dairying was offered. J. G. Tallant, of the board of trustees, and W. H. Caldwell were the principal lecturers. Only two students attended the opening of the first dairy school, and the *College Monthly* complained that:

"The college is constantly offering these short and truly valuable courses, but the farmers of the state do not seem inclined to avail themselves of the privileges offered."

Attendance increased later on, and after two years, the short course in dairying was also lengthened to ten weeks.

In 1897, the college announced that its short courses would run from January 14 to March 24, and would include special courses in dairying, stock-feeding, winter gardening, wood working, forestry, and entomology, in addition to the customary lecture topics. For those who were prepared to remain through the entire course, expenses would include room and board at four dollars a week, a tuition fee of five dollars, and five dollars for books, or a total expense of \$50. The longer course, it was claimed, would give more opportunities for practice in the creamery, barn, greenhouse, and workshops. The number of students enrolled in these special courses fluctuated between ten and twenty throughout President Murkland's administration.

Another experiment which was tried at this time and did not prove so successful was non-resident instruction. Courses were to be conducted chiefly by correspondence, but,

". . . where several students live near together members of the faculty will be able to give lectures in

## THE ADMINISTRATION OF PRESIDENT MURKLAND

person at occasional intervals, thus bringing the course into line with both the Chautauqua and University Extension movements."

The courses were given free and were open to persons not residents of New Hampshire. Reading assignments were sent out by mail to any who applied. Ten pages of reading counted as one exercise. When a student had received credit for 600 exercises he was awarded a certificate. Examinations, in the subjects offered, could be taken by mail and a few subjects were required of all students. College bulletins could be used free of charge, and text books were sent to all students at cost.

This offer had considerable initial success. It was commented on favorably by a large number of agricultural papers in various parts of the country. During 1894, the first year, 57 people took the courses. Of these, 38 were from out of state, including places as far distant as Florida and California. Great hopes were entertained for the project as is shown by the report in the *Enaichsee* of a new class in Newington:

"A class of ten in the Non-resident Course was organized at Newington, April 17, by Professors Weed and Wood. The class is to be met by a member of the faculty every fortnight, and is the first distinctive step in the direction of University Extension work which the College has yet taken. It is not improbable that other classes will be formed in neighboring towns; and that this feature may develop into an important part of the work of the institution."

A few other local groups seem to have been organized, for, according to the *Enaichsee*,

"Professor Whitcher gave a lecture at Ossipee April 27, at Candia May 2, and at Newington, May 11. The subject in each place was 'Plant Food, Where Obtained, and How Used.'"

These groups did not survive for long, and no new ones were organized to take their places. Transportation was still too difficult for easy access to small towns. The coming of the automobile and good roads were necessary to make a thorough program of university extension practicable for the small towns. The correspondence course also dropped off rapidly. In 1896, 29 were taking it. Two years later, there were only three, and by 1900,

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

the non-resident course was no longer mentioned. The facilities of the college were inadequate for such a project, and the program itself lacked means with which to maintain interest. Moreover, the elaborate standards envisioned at the beginning were quite unenforceable.

It is incorrect to say, as the contemporary accounts quoted above do, that this was the first step of New Hampshire college in the direction of university extension for the two series of one-day institutes organized in 1885 and 1886 were extension work of a very modern kind. The correspondence course was not as typical a method of the extension work of New Hampshire college as were the institutes and the lecture series.

Individual lecturers were frequently supplied to Granges, farmers' clubs, horticultural societies, and other similar organizations, in return for the expenses of the lecturer. President Murkland was one of the most popular lecturers. He usually spoke on the work of the college and of the Experiment station, or on educational policy and practice. In addition to agricultural and scientific topics offered, Professor Clarence Scott announced, in 1895, a "lecture upon Thackeray, suitable for evening audiences."

The two-year course in agriculture did not achieve an early popularity. It was opened in the fall of 1895 to

"... students who can pass a fair and reasonable examination in reading, spelling, writing, arithmetic, English grammar, and the geography and history of the United States."

The manual labor requirement was enforced, even to the point of ruling that students who were excused from such work at the request of parent or guardian, unless because of actual physical disability, would not receive their diplomas. Students in the four-year course in agriculture were also denied their degrees if they failed to do the ten hours weekly of manual labor during their first two years.

The subjects offered in the two-year course included—in agriculture: courses in livestock, tools and equipment, soils, drains and fertilizers, crops, markets and accounts, dairying, breeding and feeding; in botany and horticulture: classification, nursery and orchard theory and practice, propagation and greenhouse work, and small fruits; physics; chemistry; zoology, veterinary science, entomology and insecticides; English; plane and solid geometry, al-

## THE ADMINISTRATION OF PRESIDENT MURKLAND

gebra, trigonometry, surveying; freehand and mechanical drawing; and wood and metal shopwork.

In spite of the widespread publicity which had attended its birth, the two-year course did not attract many students. *The College Monthly* remarked, in the fall of 1895 that

"The attendance of the two years course, the practical outcome of the much debated 'Leach Bill' in the last legislature, is something of a disappointment. Only 6 students have entered the course, 4 of whom are residents of Durham."

The following year, the number remained the same but dropped to five in 1898. In 1900, the number increased to 20, and to 27 in 1902, then dropped again to five the following year. In 1900, the trustees reported that the response to the course had been rather dubious, and its permanence was not yet established. Not until the following administration did it begin to develop a fairly steady attendance. Though special arrangements were made to meet the needs of women students in the two-year course by substituting more suitable exercises for the manual labor requirements, none were included among the two-year students.

*The College Monthly* in 1895 advocated the institution of a one-year preparatory course for students coming directly from the common schools who were unable to meet the higher entrance requirements of New Hampshire college. At the beginning of the following year, 1896, a preparatory course of two years was announced for students who were unable to complete their preparation in local schools. The entrance examinations for this preparatory course covered much the same ground as those for the two-year agricultural course but with the addition of algebra to quadratics. The trustees considered the course, "a temporary expedient . . . a necessary burden for one or two years at least." The attendance varied from seven in 1898 to thirteen in 1900 and 1902. By 1904, the preparatory course had been dropped from the curriculum, for the improvement of the high schools and academies of the state had made it no longer necessary.

One other attempt to start a special course should be mentioned as an indication of the eagerness of the college officials for expansion, even though the course failed to be adopted. The trustees reported in 1902 that there was a bill before congress to es-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

tablish schools of mines and mining in connection with the state colleges. They expected enactment of the bill before the state legislature met in 1903. "The college has already established such a school, and the president of the college is directed to take the necessary steps preliminary thereto." Therefore, the trustees asked the legislature to appropriate \$17,500 for the preliminary expenses. The federal bill was expected to furnish \$10,000 for instruction, but the state would have to supply buildings and equipment. This special course failed to materialize.

Students in any course who planned to teach were given certificates, signed by the president and secretary of the board of trustees, which read:

"This certifies that ..... has pursued the course in ....., has completed the required work and is qualified to teach ..... in the Secondary Schools."

This certificate was accepted by the state board of education and all the secondary schools of the state. The courses in education of today were unheard of then.

Early in President Murkland's administration, a revised schedule of the courses offered was issued, and this list remained in effect, with few changes, during his period of office. In this list an attempt seems to have been made to counteract the claim of the leaders of the Grange that too many choices were being offered in the mechanic arts, and not enough in agriculture. The list was as follows:

- 1. Courses in Agriculture.
  - A. Technical Course.
  - B. Chemical Course.
  - C. Biological Course.
  - D. Institute Course.
  - E. Non-Resident Course.
- 2. Courses in the Mechanic Arts.
  - A. Mechanical Engineering Course.
  - B. Electrical Engineering Course.
  - C. Technical Chemistry Course.
- 3. General Course."

During the first two years, students were not specifically designated as being in any of the special courses, but all took the studies required by the regular course. In other words, electives

## THE ADMINISTRATION OF PRESIDENT MURKLAND

with one or two exceptions, were not offered until the junior year, and not even the broad distinction between agricultural and technical students was made with any hard and fast clarity during the freshman and sophomore years. This created an incidental difficulty with the manual labor requirement, since changes of course could be made so easily that a number of complex cases had to be figured out to see whether or not the rule had been violated.

In actual practice, the three four-year courses in agriculture differed only in a small degree from one another. Specialization had scarcely begun in these fields, and even in the engineering courses, specialization had not developed to anything like what it is today. The civil engineering course which the college had announced in Hanover was not mentioned in the catalogue for several years, but finally reappeared with the opening of the new century. By 1897, the course in technical chemistry had been changed by the addition of a number of new subjects in mathematics and other engineering fields, to such a degree that it began to be referred to as a course in chemical engineering. Originally, the difference between this course and the agricultural chemistry course had been very slight. In fact, both were quite frankly chemistry courses with some sidelines which made it possible to list some of the students in the course as agricultural and others as technical students. Even at this early stage, the pre-eminent excellence of New Hampshire's chemistry department was being noted. It was by far the best equipped department of the college, and more than one-third of the students were taking courses in chemistry at all times. This does not include those who took an occasional course or two. It is doubtful if any student graduated without at least one course in chemistry. Fred W. Morse, who had come to the college as an assistant chemist in the Experiment station in 1888, was made professor of general and agricultural chemistry the following year. In 1889, Charles Parsons, then an assistant chemist in the Experiment station, was made an instructor in chemistry and was promoted to associate professor in 1890. The following year, Mr. Morse was made professor of organic chemistry and chemist to the Experiment station and Mr. Parsons was promoted to the position of professor of general and analytical chemistry. Both remained with the college for a considerable time, then went on to continue distinguished careers elsewhere.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Dean Pettee in 1893 analyzed the amount of duplication in the various courses:

"During the past year, fifty per cent of the college exercises have pertained to both agricultural and mechanic arts courses; twenty-seven per cent to agricultural courses alone, and twenty-three per cent to mechanic arts courses alone."

For some years, this tendency continued and even grew, but by the turn of the century, specialization began to increase.

The agricultural courses underwent some changes during President Murkland's administration. In addition to the normally expected growth in number and variety of courses in the standard subjects of the agricultural curriculum, new work in sheep husbandry and poultry raising was introduced. A well-equipped soil physics laboratory was planned for the time when a new agricultural building would be provided. The faculty in agriculture increased from one to four, and the number of students, with the help of the two-year course, increased to the point where the *College Monthly* was able to boast that there were almost as many purely agricultural students at New Hampshire as at all the other New England colleges combined.

The problem of maintaining a balance between instruction in agricultural theory and training in agricultural practice became increasingly difficult during this period. An increased demand for teachers of agriculture caused a leaning toward theory, but the militant criticism during and after the controversy over the Leach bill inclined the faculty to keep a careful eye on their own tendencies, in order not to leave the college open to criticism again.

The study of German was introduced in 1894, and the subject was open, at first, to all classes, but later restricted to juniors and seniors. In 1902, an evening class in Spanish under Professor Richard Whoriskey was organized, with about a dozen students in attendance. Such innovations as these met with praise from the *College Monthly*, which urged that enough non-technical subjects be taught "to broaden the mind and make the student familiar with the history and the economical problems of the present age." The author of the editorial appears to have considered languages and literature part of the "economical problems," since he went on to describe the English and language departments at considerable length. With all the changes made,

## THE ADMINISTRATION OF PRESIDENT MURKLAND

the much-dreaded "dead languages" were not included among the new courses.

The class of 1895 was reported by the *College Monthly* to have "made a complete survey of the town of Durham in connection with their thesis work." Even though this probably means only a mapping survey, it still seems regrettable that no remnant of this project has been discovered. It could shed considerable light on the condition of the town as well as on the skill of the students if it could be found.

One of the chief difficulties preventing the improvement and expansion of the functions of the college was the lack of certain kinds of equipment. Repeated appeals were addressed to the legislature by the board of trustees for badly needed equipment. In 1894, the trustees estimated that \$40,000 would be needed to put the mechanic arts courses "on a satisfactory working basis." Shop equipment, testing machinery, blue print equipment, books, and other supplies were badly needed. The library was hopelessly inadequate, in fact, they said, "No department of the college is so deficient . . ." However, they accepted the fact that the state probably could not give enough money to solve the problems of the library, and expressed a fervent hope that some means might be found to secure private endowment.

In 1900, the trustees' report repeated the biennial request for a women's dormitory. Five years before, the legislature had voted \$25,000 for the construction of a women's building which would include complete equipment for "study and demonstration in the various branches of domestic economy." Unfortunately, Governor Charles A. Busiel vetoed the bill and the measure was never brought before the legislature again. Numerous local and Pomona granges had pledged money toward the cost of such a building, in the meantime, and the trustees pointed out that an appropriation of \$15,000 would be adequate, if added to the pledges, to construct the dormitory.

The largest sum of money asked for in the 1900 trustees' report was for an agricultural building. The trustees said that no other state provided so complete a course in agriculture at so little cost, and no other state spent so little for this purpose in proportion to its population and valuation. Of those states with a smaller valuation, the difference ranged from three times as much in North Carolina, to twenty-five times as much in Nebraska. The cost of an adequate building would be \$60,000.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The third large request was for a creamery building, which was estimated to cost \$20,000. This report was the one which asked for the money for a school of mines. Altogether the report indicated needs totaling about \$120,000 for new buildings and equipment. Although one or two of the requests might have been considered unwise, none of them was immediately granted.

The problem of current expenses, about which President Murkland had complained during the hearings on the Leach bill, arose repeatedly. The federal funds were used entirely for the costs of instruction and equipment. All the income of the Conant fund was given out in scholarships, two-thirds of the value of which was paid back to the school for tuition and library fees. In 1896, the trustees' report said that, "Not one student pays the tuition fee of \$60 without first receiving it in the form of a scholarship." There was no income to take care of operating expenses and incidentals.

"For all these [the report said] the state must provide, or surrender its claim to the generous sums granted by the general government . . . Not simply the welfare of this institution, but the essential honor of the state is at stake."

Beginning in 1900, the state appropriated \$7,500 a year for current expenses. But the college was already so far behind in this respect that a debt of \$17,000 still remained when President Gibbs took office.<sup>4</sup>

On three different occasions, the trustees protested against the policy of the state treasurer in selling off the assets of the Thompson estate and using the income for current state expenses. Although they granted that this had a very satisfactory effect on the state tax rate, they held that it would lead to difficulty in the future when the state would be forced to pay the stipulated interest, amounting to nearly \$36,000, out of current income. The state was required to put aside annually \$14,552.93 to meet the conditions of the will, but since the Thompson estate had been bringing in more than the four percent fixed by the will, the trustees suggested that, "All income in excess of this amount should be computed at the same rate of interest and the amount

---

<sup>4</sup> At one time, after stating the need for an agricultural building in strongest terms, the trustees added that even if it were built, the college could not maintain it from current income.

## THE ADMINISTRATION OF PRESIDENT MURKLAND

credited to the college." If this had been done, the total additional income due the college would have amounted to nearly \$18,000, which would have almost equalled the cost of the annual appropriations of \$3,000 required by the Thompson will. Therefore, the cost to the state could have been kept down to practically nothing. The trustees felt it was hardly fair to refuse the college needed improvements while failing to give it the full benefit of its endowment.

The trustees were also indignant over the fact that the \$15,000 paid the college by the state to compensate it for Culver hall was listed as an appropriation for the state college. Actually, it should have been considered a gift to Dartmouth, since the latter college was relieved of paying the sum which it properly owed. This was not a point of great importance, but it helped make a stronger argument for greater generosity to the state college.

The greatest need, and the first to be met, was that for an agricultural building. The growth of the agricultural courses, particularly after the starting of the two-year courses, crowded the classrooms and made it difficult to maintain a proper standard of work. Not until 1901 was a bill finally introduced in the legislature asking for \$60,000 for an "agricultural hall." Committees of the legislature made three visits to Durham to examine the situation. After considerable debate, including violent opposition by several leading newspapers, the sum of \$30,000 was finally granted for the purpose. This was, of course, something but not enough to construct the building properly. The next fall, work had not yet been begun, due to the uncertainty of the college authorities as to the legislature's intentions. The building committee met, finally, in March, 1902, at Durham, and decided to award the contract for as much of the building as they had money for, to Walter H. Sargent, a Concord contractor. They decided that the third floor should be left unfinished until enough money could be secured to complete the building.<sup>5</sup>

The next legislature relented to the extent of giving \$15,000 more for the building which enabled the college authorities to have it completed very nearly in accordance with their original plans by practicing rigorous economy. Some of the lumber for

---

<sup>5</sup> The *College Monthly* suggested that the third floor might be used as a baseball cage. The suggestion was not greeted with enthusiasm.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

the building was cut from the college forest lands, a fact which was repeatedly pointed out with great pride.

According to the *College Monthly*, the new building included —in the basement: a photography room, a lecture room, an exhibit of agricultural implements, and a workshop; on the first floor: two classrooms, a soil physics laboratory, a reading room, and five offices; on the second floor: a horticultural laboratory and refrigerator, a forestry laboratory, a lecture room, a library, a herbarium room, and five offices. The third floor was to include an agricultural society room equipped with a stage and an architectural drawing room but was not entirely completed until 1914. The building was finally completed and accepted by the trustees in June, 1903. It was dedicated and given the name of Morrill hall, in honor of Senator Justin Morrill, at the inauguration of President Gibbs, the following October.

The first greenhouse, 25 by 45 feet, was built in 1895. A second unit, 41 by 100 feet, with a potting house and photographers' room attached, was constructed in 1897. Both were on the site of the barn which had been burned. The smaller of the two greenhouses was used chiefly to grow specimens for horticultural work. By 1903, still further expansion was needed, and a new greenhouse, costing \$7,000, was built during the summer.

A small creamery had been built near the original barn in 1894. The college authorities made repeated requests for sufficient money to build a larger and better planned building. In 1898, the trustees reported that the creamery was doing a business of \$1,000 a month and was practically self-supporting. A short while before this, it had been announced that a new creamery was to be built between the barn and the shops, and the existing building would be divided into rooms for the use of the college employees. This plan had to be delayed for lack of funds.

On two occasions the college found itself compelled to destroy part of its herd of cows because of tuberculosis. About half the herd had been sold in 1895 because it was not considered representative of good New Hampshire herds. At that time, tuberculosis was discovered, and about a third of the herd had to be killed, resulting in a loss to the school of over \$1,000. President Murkland wrote a bulletin for the Experiment station about this experience. In 1901, there was another outbreak of tuberculosis, and 22 cows had to be killed. In spite of these troubles, the dairy work of the school increased steadily in importance.

## THE ADMINISTRATION OF PRESIDENT MURKLAND

The model barn, which had so upset the thrifty souls of some of the visitors of the college when the barn was first constructed, was burned to the ground on November 3, 1894. Students and townspeople worked furiously but in vain to save the building. The *College Monthly* praised the efficiency of the students, which it ascribed to military drill. The new college fire apparatus was used to save Nesmith hall and the creamery by playing water on them from four hoses attached to a nearby hydrant. Including the loss of tools, hay, and other contents of the barn, the loss amounted to over \$13,000 of which only \$10,000 was covered by insurance. The fire started in the hay stored on the third floor. The stock, after the fire, was housed in the old Thompson barn north of the present Memorial field or in the barns of Albert DeMeritt and Deacon Meserve. The model barn was replaced by one, designed by James Randlett, which was somewhat less expensive than its predecessor had been and lacked some of its conveniences.

Housing difficulties continued to perplex both students and faculty. Albert DeMeritt built a four-story wooden building on Garrison avenue, in 1894, to be used as a dormitory and boarding house for students. This building was bought by the college in 1915 and renamed Ballard hall. It housed about thirty men in "very comfortable and pleasant suites." A unique feature of this building was a brass rod, like those traditionally associated with firehouses, running from the roof to the first floor, by which students in a hurry might descend instead of using the stairs.

The bachelor members of the faculty leased DeMeritt hall, later Ballard hall, in 1899, and called it the Durham club. The club was abandoned after a few years, and in 1903, the Zeta Epsilon Zeta fraternity leased the building as a chapter house.

The Q. T. V. fraternity, which was established in Hanover and was thus the first on the campus in Durham, had a large fraternity house built for them by George Whitcher in the summer of 1895. It is now owned and operated by the Lambda Chi Alpha fraternity. The house contained ten suites of rooms which would accommodate 20 men. A "boarding establishment" was to be operated in the building and the third floor was devoted to a lodge room. A suite included "a well-lighted study, sleeping room, and a large closet," all of which was to be "heated by steam, but provision will also be made for a stove in each suite."

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Students who were not members of the fraternity appear to have been allowed to take their meals there until Q. T. V. became a chapter of Kappa Sigma, in 1901, at which time, use of the house was restricted to members.

The Crafts cottage, which now stands behind the Elizabeth DeMeritt house, was originally one of a number of buildings on Main street west of Garrison avenue. It was called the *Orphanage* and was used as a small dormitory for many years. At one time, six boys banded together to hire the house for the school year. By doing their own cooking and all the maintenance of the house, they were able to live inexpensively, though not luxuriously.

The present Curtis house, at the corner of Strafford avenue and Garrison avenue, was known as the *Nashuway* for the obvious reason that most of the students who lived there came from Nashua. These shortly organized themselves into the Zeta Epsilon Zeta fraternity. Before taking this house, they had lived for a while in a house on Schoolhouse lane, below the Town hall.

Numerous private homes took in student roomers, but there was always need for more accommodations, which the college was unable to supply. An editorial in the *College Monthly*, printed in 1900, said that:

“We believe there is no place in New Hampshire where better interest can be earned on your money than by putting up a first-class hotel, boarding-house, or even a dormitory, here in Durham, and we would respectfully ask all monied men to investigate the matter.”

When the dairy building was first built, five rooms were prepared in it for the use of students who worked on the farm. Professor Morse lived in the attic of Nesmith hall until his house was built, after which, students used the rooms. One student wrote of this search for rooms:

“As we review these days just passed, the first thing we recall is the vast amount of trouble we had before we got settled in satisfactory rooms, which resulted in finding them between Broth Hill and Lee, east and west, and Dover and Newmarket, north and south.”

In addition to the houses built by Professor Whitcher, six others were built by several members of the faculty for their own use during the early 1890's. Until these homes were built, sev-

## THE ADMINISTRATION OF PRESIDENT MURKLAND

eral members of the faculty had to commute from Dover because of the lack of homes in Durham. Commuting in the nineties was considerably more of a problem than it is now, in the era of the automobile. The growth of the college has been responsible for a continuing process of building, which even today, scarcely seems to have kept up with the needs.

The housing of women students was the most difficult problem of all. Until the Thompson house burned down in 1897, it was used as a dormitory, with Mrs. George T. Wiggin as the first matron. Throughout the rest of President Murkland's administration, the few girls who attended the school had to room with various families, principally with members of the faculty. This situation had as much as anything else to do with the steady decrease in the number of women students, which continued almost up to the opening of Smith hall. Governor Busiel's veto of the bill for a women's dormitory in 1895 was said by the *College Monthly* to have "frightened prospective co-eds away." Whatever the reasons, the college was unable to increase the attendance of women, in spite of rather eager adjustment of courses to meet their needs.

The Whitcher water system, later owned by Dean Pettee, was gradually extended to serve all that part of the town which was centered around the college. Extension of the pipe lines to the old part of town came later. Durham's three water systems were all in operation. An artesian well on the Smith estate served and still serves Red Tower, now Tower Tavern, and a small group of houses nearby. The Whitcher-Pettee or the Hoitt systems served most of the rest of the town. According to the *College Monthly*, Professor Whitcher had his "high service water system placed on the knoll just back and above his new houses." This also drew from artesian wells. The college's own system drew partly from the reservoir described in the previous chapter and partly from artesian wells in back of the shops. Until the pipes of the Durham Spring Water company, as the Whitcher-Pettee system was later called, were extended, the rest of the town had to depend on their own wells. Even then, pipes frequently froze so that on one occasion it was reported that "The DeMeritt hall boys may not be 'hewers of wood' but until the water works thaw out, they will be 'drawers of water.' "

It was proposed several times that electric power from the college shops be used to light the streets, but the proposal did not

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

make much headway. In 1894, members of the faculty individually purchased about 20 street lights and kept them in good condition.

During the summer of 1894, a telephone line was constructed in Durham, and the central office was located in Caverno's store across Main street from Thompson hall. Members of the faculty again cooperated in installing phones connecting their homes with their offices and the college buildings.

High boots and overshoes continued to be fashionable wear in Durham, especially in the spring, when the roads became mud-holes. The cost of building sidewalks was too great for the limited resources of the town, but in 1895, a number of residents, including members of the faculty

" . . . who had expended several hundred dollars in building sidewalks and improvements on their own land, raised nearly one hundred dollars with which they were going to complete the sidewalks on College and Madbury streets, if the road commissioners would add about fifty dollars from the town money."

These sidewalks were surfaced with gravel or cinders. The effort to provide sidewalks for "College street," now Garrison avenue, is still going on. Plank sidewalks were laid between buildings on the campus.

Other modern improvements were slow in coming. The faculty post office was established in Thompson hall in 1894. This building itself went through several changes and adjustments in order to make the best possible use of its facilities. Not the least of its changes occurred in 1902, when the front of the building was painted red. A flagpole which had been made in the college woodshop was erected in front of Thompson hall in January, 1897, with appropriate ceremonies which included a patriotic speech by President Murkland.

Even in so short a time, the face of old Durham underwent marked changes. Not only the new buildings and the improvements which followed the coming of the college made a change, but also the faculty members and other employees, and above all, the first few of the great mass of young people who were to make Durham a temporary home, completely transformed the sleepy little country town. The shift of the center of population and business from the falls toward the campus typified Durham's

## THE ADMINISTRATION OF PRESIDENT MURKLAND

metamorphosis into a college town where the life and problems of young men and women dominate every activity.

\* \* \*

The first freshman class in Durham numbered 51 students, of whom 17 completed the required work and received degrees. This was by far the largest entering class that had ever come to the college. This increase in the student body was convincing evidence that greater prosperity probably awaited the college in Durham than had been the case in Hanover. With the exception of a drop to 27 in the war year, 1898, entering classes continued to approximate in number, the first one mentioned above. The small percentage of those who graduated, however, was noticeable. Only a third of the class of 1897 graduated. The proportion was nearer one-half by the end of President Murkland's administration. Chief among the causes for this was the lack of money. It was comparatively easy then to get jobs, and many students, finding that they could not maintain themselves at the institution, left to find work, intending to return later to complete their college education. Some actually did return, but most of them found the process of earning their living so absorbing and demanding that they did not finish their education. The number of failures was not excessive and transfers to other colleges were not especially numerous.

In 1903, the trustees' report listed a total of 185 students registered in all the courses of the college. Of these, 137 were candidates for the degree of bachelor of science, of whom 14 were seniors, 36 were juniors, 41 were sophomores, and 46 were freshmen. This represented an increase of more than 100 percent in the regular four-year curriculum during President Murkland's administration. Registration in the special and short courses also increased during the period. The students were older than those of the present day; the average age at graduation was between 23 and 24 years.

New Hampshire's second one-man class graduated in 1896. Lewis Kittredge of Keene, the first student to take the complete course in the department of chemistry, received the only degree granted that year. This class of one, which came just before the large class of 1897, emphasized the change that had taken place in the fortunes of New Hampshire college.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The first earned advanced degree granted by the college was given to Charles H. Clark, principal of Sanborn seminary in Kingston, New Hampshire. He received the degree of doctor of philosophy, the only such earned degree ever granted by the college or university. His thesis, *Outlines of Classifications of Plants*, was published as a supplement to the twenty-second trustees' report, which covered the academic year 1894-1895; he is listed in the *Alumni Register* as having received the degree in 1896. President Murkland granted an honorary doctor of philosophy degree to John Henry Tanner of Ithaca, New York, in 1901. The first earned master of science degree was given to Ralph W. Crossman of San Francisco, in 1897. Four others received this degree during President Murkland's administration; Ned Dearborn of Sackett Harbor, New York, who at the time was a bird specialist, received the first and only earned degree of doctor of science that the college has conferred. President Murkland also introduced the custom of giving honorary degrees at New Hampshire. All the recipients of such, except John H. Tanner, were residents of New Hampshire and received an honorary master of science degree. Sixteen of these degrees were conferred at the commencements of either 1901, 1902, or 1903.

Dean Pettee, in a letter to the *Manchester Union* dated May 23, 1904, gave the following summary of the occupations of graduates of the college through the class of 1903:

	Men	Women
"Agricultural pursuits	62	
Engineering pursuits	64	
Business pursuits	57	
Teachers	13	10
Physicians	13	
U. S. Army	2	
Other professions	7	5"

During the early years in Durham, the cost of board and other expenses remained very low. Dean Pettee, in the letter quoted above, estimated minimum and maximum expenses as follows:

"Board @ \$3.00-3.50 per week	\$105. to \$123.
Room rent with heat @ \$.50 to 1.50 per week	17. to 51.
Tuition	0. to 60.
Fees	15. 15.

## THE ADMINISTRATION OF PRESIDENT MURKLAND

Washing @ \$.35 to .50 per week	12.	to	18.
Uniform	16.		16.
Books, etc.	20.	to	45.
Incidentals	10.	to	25.
Total			\$195. to \$353."

In addition to these estimated expenses, the cost of travel and clothing had to be added, and since rooms were ordinarily unfurnished, ten to twenty dollars was needed to get bedding, linen, and second hand furniture. Some money could be recovered by resale when the student was through with his furniture.

In some cases, students found ways of reducing the cost of board during the early years in Durham. The trustees asked at one time for money to build a dining hall which would reduce the cost of food for the students. "By actual experience," they reported, "students have found that by the 'club' system they can secure good board at a cost barely exceeding two dollars a week." Boarding clubs were common. Some of the residents took a "table of boarders," while in other cases, students cooperated in preparing their own meals or made an arrangement with some cook to prepare their meals for them. Harry W. Evans, of the class of 1901, says of one such club:

"During a part of one year I got my meals at an eating club that had a room in the Pettee Block. They had an arrangement with the woman of a family that lived there. One of the members cooked a little and the woman cooked the rest. Director John Kendall was one of them."

The *College Monthly* reported at one time that,

"The death of Mrs. Foy during vacation has caused the giving up of the boarding club that has been carried on by her daughter, Mrs. Brown, during her mother's sickness."

The building opposite the end of Mill road, known then simply as *The Hotel*, housed an eating club. Under various names, including *The Marshall House*, *The College Inn*, and *The Hi-Hat Club*, this building has been used repeatedly by various proprietors as a restaurant. The system of eating clubs was a carryover from Dartmouth, and in fact, was characteristic of all schools which did not have a commons operated by the college.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The custom of eating clubs has survived at Dartmouth, but has been replaced in Durham by fraternities, the University Commons, and privately operated restaurants.

Professor George Whitcher advertised in the *College Monthly* one spring that he had rooms to let for the following year at the rate of \$.75 to \$1.50 a week for furnished rooms, and from \$.50 to \$1.00 for those unfurnished. All of these rooms were provided with steam heat. He also advertised, at the same time, eight rooms with running water and steam heat, a "Great Opportunity for a Club of Eight Who Want to Save Money," all of which he would rent for \$100 for the year, which would be less than 35 cents a person each week.

The personal notes in the columns of the *College Monthly* give several hints concerning the methods used by students to make a little money in their spare time or during vacations. Though these hints are not numerous, they are suggestive. In 1894, the magazine reported, "Quite a number of students have been picking apples for the College. A few falls have resulted." A member of the class of 1896, "spent his vacation at work in a drug store in Portsmouth." The Misses Mabel Bunker and Mary Bartlett, however,

". . . aspired higher, they having just returned from a six-weeks sojourn at Sunset Pavilion, North Conway, N. H., where it is generally supposed they became proficient in the art of waiting on table."

Orrin M. James, of the class of 1893, contributed an article called *My Strawberry Experience* in which he told how he helped to pay his way through college by going into the strawberry business. During the college year, work on the college grounds and on the farm provided a small income for some students, however, this was limited by the lack of surplus funds for improvements. In fact, some public spirited students gave their time, without pay, to setting out plants and grading and caring for lawns about the college buildings.

The counterpart of the modern salesman of magazine subscriptions seems to have been the book salesman. Representatives of book companies organized crews of college students to sell their publications, which consisted chiefly of lavishly illustrated encyclopedias, histories, and religious books. The *College Monthly* debated the merits and demerits of canvassing as a means of earn-

## THE ADMINISTRATION OF PRESIDENT MURKLAND

ing money during vacations and reached the conclusion that it was probably a very honorable thing although there was a danger of bad moral effects from the sharp practices of high-pressure salesmanship.

While many students earned a large amount of their college expenses, many also received aid from scholarships. The number and value of the scholarships available during President Murkland's administration continued to increase. In 1897, Hamilton Smith of Durham gave \$10,000, to found the Valentine Smith scholarship. The income from this fund was to be given "to the graduates of an approved high school or academy who shall, upon examination, be judged to have the most thorough preparation for admission." This was the first scholarship to which a non-resident of the state was eligible. At first, it paid \$500, at the rate of \$125 a year as long as the student maintained a reasonably high scholarship. In 1903, the amount was reduced to \$400 because of a decrease in the income received from the investment. Morris Archer Stewart of Dover was the first to win this scholarship which was offered for the first time in 1899. The number of scholarships from the Conant fund was reduced to 25 in 1900, with the value remaining at \$100.

The Smyth prizes were continued for a short time after the death of former governor Smyth by his widow, Mrs. Marion C. Smyth. The competition for these continued to be held in connection with the commencement exercises. In his will, Mr. Smyth left \$2,000 to the college, the income "to be annually applied to the purchase of books to be given annually to the most meritorious students." The Erskine Mason Memorial prize was established, in 1894, by Mrs. Erskine Mason of Stamford, Connecticut, who

". . . invested \$100 as a memorial of her son, a member of the class of 1893, the income of which is to be given for the present, to that member of the Senior class who has made the greatest improvement during his course."

In 1897, two medals were offered for the first time, one for the best individual drill, and the other to that senior standing highest in the military department.

The *College Monthly* announced, in May, 1901, that "C. H. Hood has offered a \$50.00 bull from his stock to the student of N. H. C. attaining the highest rank in cattle judging for next

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

year." Though this offer does not seem to have been repeated, it was a forerunner of the later dairy awards established by Mr. Hood. A collection of anatomical specimens, prepared by Dr. F. E. Potter of Portsmouth, was presented through the generosity of his widow to the institution. Pictures of Professor Dimond, Judge Nesmith, John Conant, and Frederick Smyth were presented to the trustees of New Hampshire college in 1894.

\* \* \*

As might be expected wherever a large group of American students came together, organizations multiplied rapidly. Q. T. V., the first fraternity on the campus, took the leadership in social affairs from the start. According to the *Enaichsee* in March, 1894, "the event of the season in the line of society [was] the banquet given by the Q. T. V. in Thompson Hall." Visitors were present from the Boston alumni, Amherst college, and University of Maine chapters of the fraternity. In the spring, the society gave a reception to the "faculty, lady students, and other specially invited guests," at the Grange hall. In 1898, the Grand lodge of Q. T. V. met in Durham, and H. F. Moore, of the class of 1898, was elected president. This fraternity, which appears to have been limited to a few New England schools, gave up its organization after 1900. The New Hampshire chapter became the Beta Kappa chapter of the Kappa Sigma fraternity in 1901 and celebrated its new affiliation with a banquet and ball attended by delegates from Bowdoin college, the University of Vermont, Brown university, and other schools. This was the first national Greek letter fraternity established in Durham.

The second fraternity, Zeta Epsilon Zeta, was formed in 1895 from a club composed of students from Nashua. It continued to include a predominance of men from Nashua for over a decade and remained a local fraternity until 1917, when it became a chapter of Sigma Alpha Epsilon.

The New Hampshire College club was organized in 1895 with a membership of both faculty and students. In its constitution, the object of the club was declared to be

". . . to encourage a spirit of fellowship among all members of the college, to promote and develop all social and artistic tendencies, and wherever possible, to cooperate with existing organizations in any project which may enlarge and enrich life."

## THE ADMINISTRATION OF PRESIDENT MURKLAND

Dr. Murkland was elected the first president of the club and committees of five members each were chosen to be in charge of "Social Meetings, Art Decoration, Flower Decoration, Music, and Lectures and Entertainments." Dues were set at 50 cents a year, and regular meetings were held on the second Monday of each term.

Activities sponsored by the club included a lecture by Principal Cross of the Robinson Female seminary of Exeter on the *Splendor of the Alps*, an exhibition of the *Solderholz collection of prints of famous paintings* in the chapel, and a concert "of truly artistic merit" with Mrs. Lucy Pillsbury, vocalist, Miss Lillian Chandler, violinist, and Miss Gertrude Lufkin, pianist. The club sponsored a production of *The Rivals* with an all student cast coached by Professor Fred W. Morse, who was assisted by Mrs. Murkland. This performance was "greatly appreciated." Most popular and frequent were the hops run by the club which were "strictly informal" and were "given for the benefit of the students." These hops afforded a splendid opportunity for those who had not yet learned to dance to do so, particularly since it was the

"... intention of the social committee to invite a sufficient number of ladies to have partners for all who may be unprovided, so that none need stay away on that account."

The problem of the shortage of women students for dances and similar parties was acute. The best proportion was achieved by the class of 1900 which had four women among the twelve graduates; other classes were less fortunate, however. Daughters of faculty members and townspeople were frequently invited to dances and girls from out of town were welcomed even by the women students for custom dictated that a girl should not dance with anybody more than once, except her escort, until she had gone through the entire stag line.

Besides the annual dances of the two fraternities and the College Club hops, there was an annual military ball sponsored by the New Hampshire college cadet battalion. Although a military hop was given in 1895, not until 1900 was the first annual military ball announced. At the earlier affair, "the order [of dances] was made up of seventeen numbers, evenly divided between plain and fancy dances. For the benefit of those who did not dance there were two marches." The two step and waltz were the

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

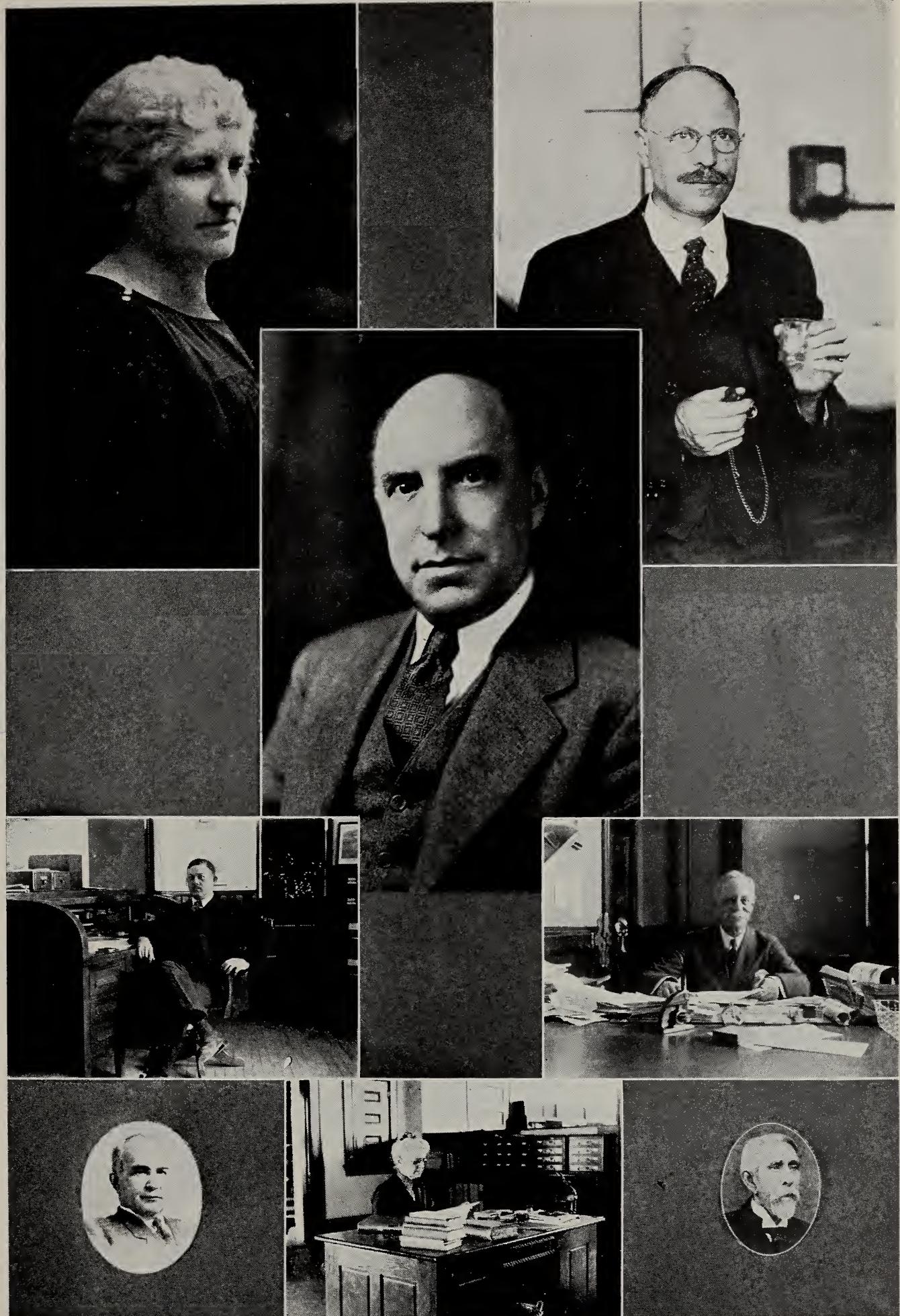
favorites, with variety being secured by an occasional schottische, Portland fancy, or galop. The program of a Zeta Epsilon Zeta reception, in 1896, listed five waltzes, three schottisches, three quadrilles, two "pas deux," two Portland fancies, a galop, a polka, and a Duchess, plus the grand march and circle, and various "extras."

With so many dances to learn there had to be dancing schools. The men went to Dover frequently, but this was not as easy then as it is now in the day of the automobile and hitch-hiking. The *College Monthly* reported that "some of the boys who attend the dancing school in Dover think it rather hard not to arrive home till six o'clock in the morning!" A Mr. Hogue ran a dancing school at the Grange hall in 1894, and a few years later, George DeMeritt, of the class of 1899, gave a course of 12 lessons on Friday evenings. Captain Stottler of the military science department also conducted a dancing school for two years.

The women students organized a secret society in December, 1894, which was known by the initials, W. H. A. It did not have a very vigorous or active life through most of President Murkland's administration because of the small number of women registered. About once a year, the society gave a reception to the men students at which special attention was paid to the heroes of the athletic teams.

A number of societies were organized during President Murkland's term of office to foster special interests in some of the subjects studied by the students. The first such organization, founded in 1894, was restricted to the members of the faculty and the Experiment station staff. It was called the New Hampshire College Scientific society. Dean Pettee was the first president, George Teeple was secretary-treasurer, and Dean Pettee, President Murkland, and Professor Whitcher made up the executive committee. The society planned to meet regularly to hear papers by the members and to run one or two public meetings each year. The students organized the New Hampshire College Engineering society in October, 1895, which met fortnightly "to discuss engineering problems and achievements" and to hear special papers by the members.

In 1898, the agricultural students started the Conant Agricultural society, to study and discuss agricultural problems. This group seems to have been very active; so much so that at one

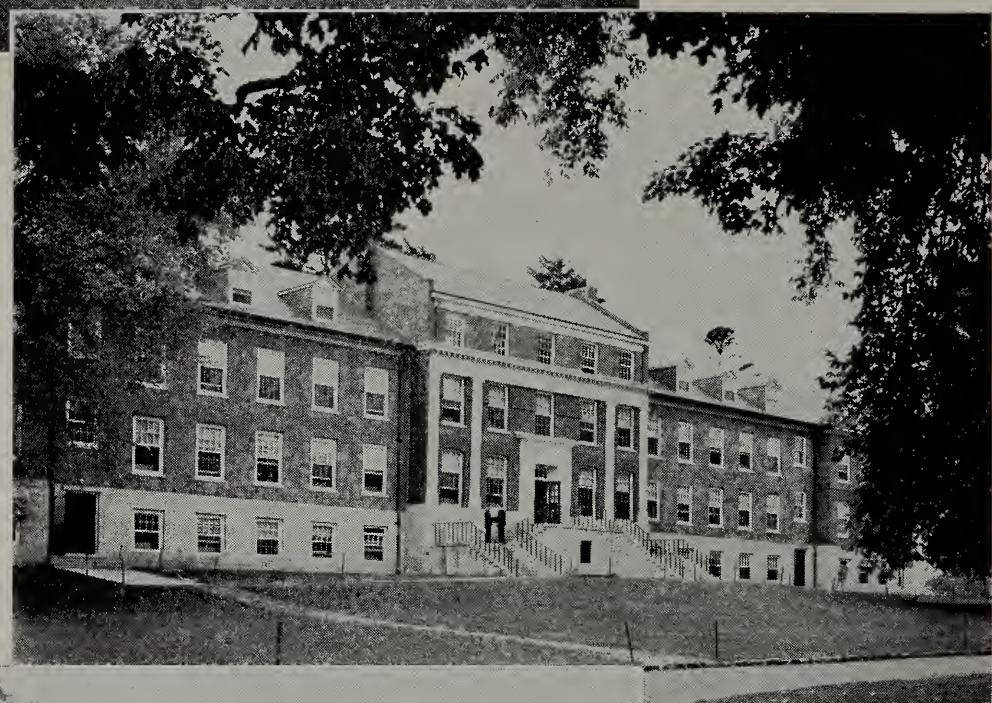


*Top Left:* ELIZABETH P. DEMERITT  
*Center:* JOHN C. KENDALL  
*Middle Left:* WILLIAM H. COWELL  
*Lower Left:* RICHARD WHORISKEY, JR.

*Top Right:* CHARLES JAMES  
*Middle Right:* CHARLES HOLMES PETTEE  
*Lower Right:* CLARENCE W. SCOTT  
*Lower Center:* CHARLOTTE A. THOMPSON



ORIGINAL  
NESMITH  
HALL



PRESENT  
NESMITH  
HALL



FIRST  
RENOVATION  
OF  
NESMITH  
HALL

## THE ADMINISTRATION OF PRESIDENT MURKLAND

meeting in 1902, the educational program included the reading of no less than 14 short papers.

In the spring of 1899, Professor Weed sponsored the formation of a Biological society which was to meet every two weeks under his guidance. The club seems to have lasted less than two years for it was revived in 1902 under the name of the Natural History society. The program of its second meeting, according to the *College Monthly*, consisted of two papers, one on the *Peats of Ireland*, the other on *Birds*.

The Current Events club, organized in 1895, met on alternate Friday evenings. Its membership was, at first, limited to juniors and seniors and non-students, by which term was probably meant faculty members, who were allowed to join on invitation. These restrictions were soon removed, but even with the larger field for membership, the club led an uncertain existence, meeting at somewhat irregular intervals for discussions and debates on topics of current interest.

Musical organizations were numerous, but not very long-lived. A choral society was organized in 1894 under the leadership of President Murkland. A full slate of officers was elected, and it was planned to meet each Tuesday after the Y. M. C. A. prayer meeting, thus providing for those who were interested "practically a popular course in chorus singing." Again the lack of women students complicated matters, so much so that in 1895, the "college choir . . . was composed entirely of male voices." During this same year, Professor Louis C. Stanton of Newton formed a class in harmony consisting of 15 students. He also gave a lecture on classical music and, in the spring of 1896, at the homes of several professors, a "course of recitals on music," with "selections from the 'Pilgrim's Chorus.' "

In the fall of 1896, Professor Stockbridge of Portland conducted a singing class "which had been formed through the efforts of Rev. Mr. Sewall." The *College Monthly* hoped that this might improve the singing at chapel for the choir had been quite variable both in quantity and quality and suffered from a heavy preponderance of basses over tenors as well as from the lack of a pianist. A double quartet, which sang both for chapel and the Sunday services at the Congregational church, was formed the same year. In 1897, a combined Glee and Banjo club was started with the college quartet as the nucleus. The quartet continued to be a great success and secured engagements to sing in several

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

neighboring towns, while the Glee club "did excellent service" as a choir for the church. Mr. Hovey, instructor in mandolin, guitar, and banjo at Harvard, was engaged to organize the banjo section of the club. Less than two years later, however, the *College Monthly* lamented, "Where, oh where is the glee club?" A new glee club was started in 1900 under the direction of Ned Dearborn, then a graduate student. Ten members joined it and the club was successful during that year but did not continue as an organization after commencement.

In 1895, the first college orchestra in Durham was organized. Its membership included:

"W. F. Russell, first violin; H. L. Howe, second violin; Professor Whitcher, first cornet; G. H. Chamberlin, first clarinet; H. F. Moore, flute; Mr. Thomas Schoonmaker, first trombone; D. B. Bartlett, second trombone; F. W. Smith, bass violin."

Several students played in the Durham town brass band during the same school year.

The Culver Literary society, organized in Hanover, was continued at Durham. It sponsored the college paper which was called the *Enaichsee* [pronounced as N. H. C.] during the school year of 1893-1894 and renamed the *New Hampshire College Monthly* with the appearance of the first number of volume two. The society met on alternate Fridays during the first year in Durham, then changed to monthly meetings but these became increasingly irregular after 1897. Only members of the society were eligible to serve as editors of the *College Monthly*. The editor-in-chief was elected from the senior class, and two assistant editors were elected from each of the lower classes. These editors then selected a business manager, who in turn appointed his assistant. The associate editor was appointed by the editor-in-chief from among the six assistants.

At the regular meetings of the society, debates and discussions were held on such subjects as: *Military science is necessary to a complete college education;* *The manufacturer of liquor is doing more injury to the cause of temperance than the consumer;* *There are too many political leaders for the good of the nation;* and *Within twenty-five years the use of electricity will have superseded the use of steam.* The society decided against military science and in favor of electricity but the verdict on the temperance

## THE ADMINISTRATION OF PRESIDENT MURKLAND

problem and the politicians is not recorded. At one meeting, a student was tried on a charge of tampering with the society's ballot box, found guilty, and "sentenced to sing a week in the college choir."

The *College Monthly* printed pep talks urging the students to take part in the society's proceedings, and pointed out the great advantages to be gained from membership. In a few cases, members of the faculty or visitors from out of town spoke at meetings. Despite every effort, however, interest in the society decreased each year. Few took part in the meetings and fewer still were willing to prepare topics for discussion. The *College Monthly* recommended more study of the discussion topics as a means of improving the meetings but the suggestion was not popular. Finally, on March 27, 1897, the remaining members voted to discontinue regular meetings and to meet only at the call of the president.

In May, 1897, the society met to elect the editors of the *College Monthly*. The incumbent editors objected to this procedure and declared themselves in favor of an open election by all the students. "Unless the society is going to stand for something besides greed to run the paper," their editorial said, "it would seem as though it would be well to give all a chance." Two years later, the editors announced that

"Election by the now almost defunct Culver Literary Society would be a farce . . . the *Monthly* is run for the student body, and should represent and be conducted by them in some way."

Deprived of its last excuse for existence, the college's first student organization died after a useful career of 28 years.

The Culver Literary society left one very vigorous offspring, the *College Monthly*. Like most college periodicals of its time, it was less a newspaper than a literary magazine. Published only once a month, it could hardly contain much news although it could be, and was, very much in favor of personal items. Both the content and style of its articles and news items reflected the literary and journalistic fashions of the time. The stories were highly moral. The articles either dealt with scientific subjects or were determined efforts at fine writing.

It is both interesting and instructive to read these old magazines, not merely because they seem rather quaint and different,

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

but because there is also much which is almost identically what one might expect to read in the current issue of the *New Hampshire*. As an example, in one issue there is a note to the effect that

"The Isolated Order of Big Jays are seen in straw hats, seersucker coats, ice cream trousers, russet shoes, light outing flannels, and similar seasonable garments."

There is also found a form of humor which no regular reader of the *New Hampshire* would fail to recognize since there is little difference in the rather heavy handed humor which has always characterized such efforts.

The literary offerings were no more imitative of the current fashion than they are today. If they were more frankly sentimental and much more naive, they only reflected their time. The difference in the size of the college and the degree of preparation of the students of the two periods are accurately reflected in the literary skill of most of the earlier writers. Practically all the material was written by a very few of the editors although occasional special items were contributed by other students. The faculty granted to the editors the privilege of counting a certain amount of time spent each week on the magazine as college work, with credit equivalent to two recitations a week for the editor, and one for the associate editor. Less credit was given later to the class editors and business staff. A small room on the second floor of Thompson hall was set aside for the use of the staff.

Editorials touched on many topics, though they were usually confined to college matters. The editors were insistent that the school be called New Hampshire college instead of the Agricultural college or Durham college. Twice they argued with the *Manchester Union* over the latter's opinion that Dartmouth was more deserving of being known as *the* New Hampshire college. The first time this proposal was made was during the dispute with the state board of agriculture. The *Union* said:

"It should be suggestive to those of the trustees who express astonishment at the position of the board of agriculture, and wonder why anybody should apprehend that the time will come when the institution at Durham will be the New Hampshire College merely, and the agricultural feature have about as much sig-

## THE ADMINISTRATION OF PRESIDENT MURKLAND

nificance as the provision for education of the Indian youth in the charter of Dartmouth college."

To the *College Monthly*, this point was irrelevant since the college was supposed to have a mechanic arts department equal in importance with the agricultural department. In 1898, against a similar argument, they defended the right of the college in Durham to its claim of representing the people of the state far better than any private institution.

The first issue of the *Enaichsee* announced the recent formation of an athletic association. A tennis association was formed separately a short time later but united with the general organization in 1898. The first task was to build an athletic field. Albert DeMeritt took the contract for grading the field which was located on the site of the present Memorial field. Practically all the male students gave some of their time to the work of improving the field, and the work was completed in the spring and summer of 1894. Each year, the maintenance of the field was done largely by volunteer labor. In 1900, the first grandstand was erected by the students. It seated nearly a hundred people. Shower baths and lockers were installed in the dressing room in the basement of Thompson hall.

In 1896, the treasurer of the Athletic association reported that only two-thirds of the men belonged to the association. As the tax was less than two dollars a year, and as practically all the students received free tuition and half of them received about \$30 a year in cash in addition, the treasurer felt it was pure ingratitude not to join the association. The cost of suits, transportation for the teams, and all such items had to come out of the students' contributions. The association was always a little in debt. The trustees voted \$200 in 1896 for athletics, and a few other small appropriations seem to have been given for this purpose but the college had no extra funds to give, and the students were forced, for the most part, to rely upon themselves. Faculty members were represented on the executive committee and some, like Professor Whoriskey, took a very active part in helping the students. Coaches were also usually members of the faculty who gave their spare time.

During the first football season in Durham, a few faculty members and townspeople who knew a little about the game coached the team that represented New Hampshire college. In

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

1895, C. W. Twombly, a former center at Phillips Exeter academy, coached, and George Ordway of Bowdoin college was on campus for a week in 1896 for the same purpose. Frederic Johnston, assistant professor of agronomy, coached the team in 1899 and 1900 and "accomplished wonders" though "styles of playing had changed since he was in the arena."

The football teams were far from successful. In 1893, they played only one game and were defeated. The next year, they defeated Dover high school and the second team of Phillips Exeter academy, but lost a second game to Dover as well as games to Bates college and St. Anselm's. Against high school teams and academies, victories were won but not invariably. In 1895, the team went to Wolfeboro to play Brewster academy. Brewster won, 14 to 10, but New Hampshire retaliated the following autumn with a 32 to 0 victory.

In baseball, the teams were more successful though less interest was taken in the game. In the fall of 1894, a game was played between a scrub nine from the college and the Lee town team which resulted in a 17 to 14 victory for the college. Intramural games were common. The first game on the new athletic field was one between teams representing "Hotel Schoonmaker" and DeMeritt hall, with a score of 12 to 5 in favor of the former. Teams captained by Professor Parsons and Professor Whitcher played on town meeting day in 1894.

In the spring of 1895, the baseball team was formally organized and placed under the guidance of Lieutenant Hodges. Two games were lost to Phillips Exeter academy, but town teams from Durham and Lee were defeated by large scores. Games were scheduled with high schools, academies, town teams, and colleges. Charles Dudley of Dartmouth coached the team for two weeks in the spring of 1899, but the season was disastrous, with only one narrow victory to relieve four straight defeats. Baseball was then given up until 1903, in spite of vigorous efforts in 1900 to revive interest in it. With the revival in 1903, New Hampshire continued to lose, but by smaller scores and in competition with much better teams than they had previously played. Games on the athletic field, in spite of the work of the students, were complicated by the roughness of the ground. Spectators sat along the sidelines and there was usually no problem in finding a place to sit because there was rarely anyone watching the game except students.

## THE ADMINISTRATION OF PRESIDENT MURKLAND

Basketball was the only other sport in which outside contests were held. In 1901, the Unity club of Portsmouth was defeated, 17 to 16. In 1903, a schedule of eight games played resulted in four victories and four losses. Although New Hampshire lost to Phillips Andover academy and the Nashua Hobo club, the college basketball team defeated Dartmouth, 18 to 13.

The difficulties under which these teams worked were enormous. They lacked equipment and the basketball team did not even have a regulation court for its games. The coaching was at best sporadic and frequently totally absent. Train schedules were often very inconvenient, and games occasionally had to be curtailed in order to catch a train.

Some members of the faculty had tennis courts built for their own use and the Tennis association, which included both students and faculty, supervised the building of two courts near the athletic field in 1894. When the Tennis association merged with the Athletic association, the *College Monthly* asked what was to be done "about our dilapidated tennis court on the campus." Most of the students played the game and all the courts were usually kept busy. Occasional tournaments were arranged by the Athletic association in the later years of President Murkland's administration.

Track activities were entirely intramural. A half holiday was granted in 1895 by the faculty for a "Hare and Hounds meet"; most of the men students took part in this event. Interclass meets were started in 1901. Two years later, the *College Monthly* announced that New Hampshire was to have a dual meet with Worcester Polytechnic institute but did not report whether or not the meet was held.

Ice polo, now known as hockey, was played by interested groups, and competition in this sport was held between class teams. Most of the men students played the game during the winters but there was no thought of attempting to organize teams for intercollegiate competition. Croquet was popular, and a few students had small boats in which they sailed on Great Bay. Bicycles were common in the later years of the eighteen nineties and were used for long trips, and week-end excursions were often taken by large groups. In the winter, there were usually two or three months of good sleighing during which time Frank Morrison rented horses and sleighs to those who wanted them.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

There were many other amusements to keep the students busy. The traditional rivalry between the freshman and sophomore classes was exciting and often violent. The annual cane rush was held on the first Saturday after the opening of college. A good account of such a cane rush appeared in the *College Monthly* for October, 1895:

"At nine o'clock, both bands gathered on the campus. Referees were chosen and the time limited to ten minutes. At the end of this time the class having the most hands on the cane should have it, and—glory. Although '98 outnumbered '99 about three to two, the latter made up somewhat in size what they lacked in number. Both parties lined up, '99 holding the cane, and at the signal, rushed together. What took place in the next ten minutes is best described as a mingled pile of animated legs, arms, heads, and howls, with a three foot cane as its centre, attracting all toward it.

"At the expiration of the time limit, the hands which grasped the cane were counted. Each referee asserts that the side whose hands he counted had eight hands upon the cane, but several different statements are current; '99, however, carried away the cane. No one was seriously injured, and, though fierce, the entire contest was conducted with a spirit of fair manliness that is commendable in the participants."

The rules for the annual cane rush varied and were frequently disputed. At one time, the freshmen were conceded to have had seven of the thirteen hands grasping the cane, but there were four men from each class holding it so the sophomores claimed that the men should be counted rather than the hands. The dispute was not settled. Impromptu rushes often took place. On one occasion, the sophomores, after a bitter fight, managed to carry off the remains of a tin horn. On another occasion, the class of 1900 raised a flag on the pole in front of Thompson hall. The sophomores managed to get it down whereupon a general fight broke out and continued until a faculty member came along, stopped the row, and confiscated the flag.

The cane rush was abolished in 1902 in favor of a track meet, a football game, and a debate. The first event was won by the sophomores that year but they forfeited the football game

## THE ADMINISTRATION OF PRESIDENT MURKLAND

to the freshmen by refusing to play it as scheduled. The debate was declared a tie! President Murkland was responsible for discontinuing the rushes, and his action was approved by the editor of the *College Monthly*.

Members of any class that won the cane rush in both the freshman and sophomore years were entitled to carry canes during the spring of their sophomore year to and from Sunday chapel. It was an uncomfortable privilege for it almost invariably stirred the freshmen to battle. The class of 1901 won this privilege, and as a result, had to fight on three successive Sunday nights to defend their canes. Bruises, cuts, bloody noses, black eyes, and picturesquely damaged clothing were the result. At best, the sophomores were rarely able to preserve more than a piece of their canes. Once in a while, a really serious conflict developed between individual champions of the classes.

Another opportunity for rough fun was the picture fight in which the freshmen attempted to have a picture of a certain proportion of the class taken. The sophomores were determined to see that some members of the freshman class were absent, preferably the president who counted as several ordinary freshmen in determining the score. The *Boston Globe* described this contest in the spring of 1904 as follows:

"The entire class quietly boarded the train at the Durham station, many of the members leaving their work in the college workshops and coming bareheaded in their working togs. The fact that they were not dressed for the occasion threw the Sophomores off their guard, but the latter saw the game just as the train was starting and scrambled aboard, taking the car next to the one the Freshmen had boarded. As the train stopped there was a rush. Car windows were smashed in the frantic efforts of the Sophs to capture Freshmen and keep them from leaving the train. Out of the train they all got, however, and the liveliest kind of scrimmage was begun in the square in front of the station. The police finally charged on the student crowd and scattered it.

"Three luckless Freshmen were captured, however, and carried away. The remainder of the class, including three young women, proceeded to a studio on Cen-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

tral avenue, Dover, under police guard, where they had a group picture taken. The class waited an hour or so in hopes that the three members who had been detained might escape from their captors and be in the picture, but approaching darkness made it necessary for the camera to be snapped without them. The Sophomores paraded the streets and kept watch in front of the studio until the picture was taken.

"A clothing merchant was called to the studio to supply clothing to the partially-stripped and mud-stained Freshmen to make them presentable."

Traveling stock companies frequently visited Dover and drew a heavy patronage from the college. A large group of students went to see Denman Thompson in *The Old Homestead* at the Dover Opera House. *In Old Kentucky* and *The Country Squire* were also "much appreciated." The members of Kappa Sigma attended one show in a body,

". . . occupying three rows of seats in the center of the house. On entering, all remained standing, and gave the college yell, which was well received by the audience."

At an entertainment given by a traveling company in Scammell Grange hall, the student body attended in force, bringing with them for refreshments "beans, potatoes, and apples, and surely no one could say that they were unwilling to pass them around."

As early as 1895, the *College Monthly* could announce "another long felt want supplied" for a soda fountain had been installed in Caverno's store. A bookstore was opened in 1894 by Frederic W. Howe, '94, and John L. Caverno, '95, in the small building known as the *Orphanage* opposite Thompson hall. They and their successors sold textbooks, stationery, and similar supplies for a number of years. As the student owners graduated, they were bought out by other students.

The class of 1899 started the custom of setting out class trees on the college grounds, and the first ceremony was held on May 2, 1896. The idea took hold, and by 1901, all four classes as well as the Grange and the Village Improvement society set out trees and had an orator to represent them in the ceremonies.

College songs and cheers were badly needed but little effort was made, at first, to obtain them. The editors of the *College*

## THE ADMINISTRATION OF PRESIDENT MURKLAND

*Monthly* offered, in 1898, a prize of ten dollars for the best words for a college song. After several months, they announced that although some of those submitted "were very good poetry," they lacked snap and swing and none was considered worthy of the prize. A song called *Hail, New Hampshire*, over the signature "Found," was printed without comment in 1900, and three years later, *The Rush Song* and *The Snipe Song* were printed. None of these ever became very popular.

The first college cheer recorded by the *College Monthly* was:

"Rick a chick a boom,	Hoop la Rah!
Rick a chick a boom,	Hoop la Ree!
Rick a chick a	Hoo Rah, Hoo Rah,
Rick a chick a	N-H-C!"
Boom boom boom!	

This was followed a year later by a variant, which after the three "booms" continued with:

"Who rah? rah?  
Who rah? rah?  
New Hampshire! New Hampshire!  
Rah! Rah! Rah!  
*New Hampshire!"*

Another cheer in use around 1901 was a little less elaborate:

"E, N, A, I, C, H.  
E, N, A, I, C, H.  
N. H.—N. H.  
E, N, A, I, C, H.  
Rah rah rah, rah rah rah, rah rah rah.  
*New Hampshire!"*

A committee was elected during the second year that New Hampshire college was in Durham to secure a college pin with a distinctive design. A prize was offered for the best design but the *College Monthly* does not record that the prize was ever awarded or the pins bought. Many of the male students wore the college initials on their sweaters whether they were athletes or not until a rule was adopted in 1897 by the Athletic association stating that the right to wear the letters had to be won. The official sweaters were blue with a broad white band on the collar and cuffs and with white letters.

The religious life of the students continued to be well supervised during President Murkland's administration. Chapel was

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

held at noon on weekdays and at 4:30, later changed to 5:05, on Sundays. The services, conducted by President Murkland, lasted from 10 to 15 minutes on weekdays and a half an hour on Sundays. Attendance was compulsory for all students. During the school year 1896-1897, the student monitors who checked attendance were dispensed with and the honor system was tried. The results were considered unsatisfactory, however, and the monitor system was restored the following year.

The Christian Endeavor society of the Congregational church gave a reception to the incoming class each fall. Until the turn of the century, a number of students took part in the work of the society. President Murkland conducted a Bible class primarily for students at the church; this class was later taken over by Professor Reed.

This religious instruction did not, however, prevent a number of students from attending a lecture by Robert Ingersoll, the noted atheist, at the Dover Opera house in 1895.

Although a few individual students attended conventions of the student Y. M. C. A., there was no branch of this organization on the campus until the fall of 1899. With the organization of a local group, interest in the Christian Endeavor society fell off. A contributing factor in this was the difference in age between the students and the young people of the town. The new Y. M. C. A. met on Thursday evenings at seven o'clock. The program usually consisted of a short talk by a student or a visiting faculty member and a number of songs.

The military uniform adopted for the cadet corps was cadet gray and resembled, in style and cut, the regular army uniform of the Spanish war. They were made to the measure of the student by a Dover tailor, from cloth bought at Sawyer's mills. The fact that they were tailormade and, therefore, fitted much better than the present day machine-made uniforms may explain why they were so much more popular then. The men were said to have been so proud of their new uniforms that they wore them almost all the time and even discarded their winter overcoats in order to display their uniforms better.

In 1894, Lieutenant H. C. Hodges, U. S. A., was detailed to New Hampshire college to serve as professor of military science. Professor Parsons and others had conducted drill before this, and Mr. Parsons again drilled the battalion during the Spanish war

## THE ADMINISTRATION OF PRESIDENT MURKLAND

in the absence of the regular instructor. The *College Monthly* commented on the training:

"With drill from seven-thirty to eight each morning, except Sunday, all should be inspired with a more military feeling . . . It should be remembered that one usually likes to do that which he can do well; hence drill well and like it . . . Drill is obligatory and with us to stay."

However, the idea of holding the drill at such an early hour did not continue long, for the period for drill was changed the next year to from twelve to twelve-thirty, four days a week. Compulsory attendance for all four classes was enforced until 1901 when attendance was made voluntary for the senior class.

The Alumni association had a rather uncertain existence during the eighteen nineties. Frederick P. Comings of Lee, a member of the class of 1883, was elected the first alumni trustee in 1893, and was reelected in 1898. At the time of his second election, the *College Monthly* remarked that the association "has not met for so long that its existence is almost forgotten." The following year a new organization, the Associated Alumni of New Hampshire College, was formed on commencement day. Its purpose was: "At stated intervals to recall the memories and renew the friendships of our college days; to counsel and cheer each other's endeavors in life"; and "to serve the interests of our Alma Mater, and to materially aid in directing its course." Graduates of the college could become members by signing the constitution and by-laws and paying dues of 50 cents a year. In 1901, the membership was 54.

\*       \*       \*

By 1903, the college had changed greatly from what it was when it first came to Durham. The student body had more than doubled; the faculty as well as the Experiment station staff were about twice the former size; and the course of instruction had been enlarged and greatly improved.

President Murkland, having weathered the early storms of his administration and carried out many of his plans for the institution, decided that his work in Durham was completed. He was not wholly content with his position. The necessity of teaching classes, in addition to his administrative duties, had never suited him. He felt that both he and the college would profit

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

from a change, and therefore, he presented his resignation which was to take effect on May 1, 1903.

His work left a deep mark on the college. The importance of his liberal culture and broad educational principles on the growth of the institution can hardly be overestimated. He came to a school which in many ways ranked little higher than an academy; a school which had few students, a small faculty, limited equipment, and which was uncertain of its own function and purpose. He left a small but growing technical college with a bright future. Whatever his mistakes and faults in handling people may have been, New Hampshire men of his time remember him as an able executive and an inspiring teacher who had a great part in making the University of New Hampshire what it is today.

# *The Administration of President Gibbs*

## CHAPTER VI

In choosing a successor to President Murkland, the trustees were anxious to avoid, in so far as they could, any danger of the new president's suffering from the handicaps which had plagued President Murkland. Chief among these was the classical background which had drawn so much criticism and opposition from some agricultural groups in the state. At the same time, the trustees wanted to insure as much continuity of policy as possible and to maintain and expand the liberal standards which had been Dr. Murkland's great contribution.

Under these circumstances, William D. Gibbs was a logical choice. He had been graduated from the agricultural course at the University of Illinois, in 1893, and had devoted himself since then to research and teaching in agronomy, first with the federal department of agriculture, then at Ohio State university. In January, 1902, Mr. Gibbs had been appointed professor of agriculture and director of the Experiment station at New Hampshire college but had resigned in August of the same year to accept a position as director of the Texas Experiment station. His background, therefore, was unimpeachable from the point of view of the agricultural groups in the state. He was also a young man, being only 34 at the time of his election; his understanding of educational needs, however, both in his particular field and beyond was thorough, and his excellent reputation as an executive made a favorable impression on the people of the state. Such a combination was precisely what the institution needed; his acceptance of the appointment, therefore, was welcomed by all who were interested in the college.

Personally Mr. Gibbs was tall and handsome, possessed of great natural dignity, and inclined somewhat to strictness, but possessed also with a very lively sense of humor. Mrs. Gibbs was a charming and excellent hostess. Mrs. Clarence Scott has said of Mrs. Gibbs that she was "the ideal president's wife." There is no doubt that this second of the Durham "first ladies" was a very valuable help to her impulsive, witty, and not uniformly tactful husband.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The inauguration of the new president, October 28, 1903, was combined with the ceremony of dedicating the new agricultural building. This was named Morrill hall in honor of Senator Justin Morrill of Vermont, the author of the land grant act of 1862. Governor Nahum J. Bachelder made the opening speech and formally presented the new head of the college to the state and to the campus. President Gibbs chose as the subject of his inaugural address, *The Mission of the Land Grant Colleges*. He discussed with great keenness and objectivity the problem of democratic education confronting those publicly supported colleges which are charged with the duty of technical and agricultural education. He could do little more than sketch an outline of his ideas and opinions in the short space of this speech but his description of the proper function of a land grant college followed closely that given by his predecessor ten years before. Both President Murkland and President Gibbs, the one a clergyman and the other an agricultural scientist, found essentially the same problems facing them, and they turned to essentially the same solutions and policies. If anything, President Gibbs was more vigorous than President Murkland in his advocacy of a college which would meet the full needs of New Hampshire in higher education and in his assertion that nothing in the law or in the conditions laid down by the benefactors of the college precluded such a development. He stood firmly on that platform throughout his presidency.

The speech of President Gibbs was followed by the address of Harvey L. Boutwell, '82, who welcomed the new president on behalf of the alumni. A. C. True, director of the office of the Experiment stations in the United States department of agriculture, gave the dedicatory address for the new building, speaking on the subject, *The New Agricultural Education*. The final speaker was Joseph B. Walker of Concord, one of the original trustees, who read an historical sketch of the college.

The addition of this large building to the campus added much general enjoyment to the inauguration ceremonies. Previously, both President Gibbs and the college had suffered a considerable loss. The new president had planned to move into the presidential residence on September 21 after the completion of various repairs on the house. All the family's furniture and other personal belongings had been moved in, preparatory to occupancy. About 2:45 a. m. on Sunday, the twentieth, fire was discovered in the house. Before it could be controlled, the house and all its

## THE ADMINISTRATION OF PRESIDENT GIBBS

contents were totally destroyed. President and Mrs. Gibbs arrived on the scene to find both their new home and all their personal property destroyed.

Even more important than the loss of the house or its furnishings was the loss of all President Gibbs' manuscript lectures and notes and similar possessions which were irreplaceable. The college had insured the house to the amount of about two-thirds of its value. When the question of building a presidential residence arose, the trustees found that they did not have enough money on hand to go ahead without assistance. To solve this problem, they accepted an offer from Walter M. Parker of Manchester to build such a house as the trustees might direct, at his own expense, providing that the college should have the right to buy this building at actual cost plus interest on the investment at four percent. Pending purchase, the college would also pay for insurance and repairs. Having accepted this proposal, both parties proceeded as agreed, and in 1905, the college paid Mr. Parker the price of \$5,500 out of a special appropriation.

The board of trustees underwent a number of important changes during or just after the administration of President Gibbs. During this period, Warren Brown of Hampton Falls completed 24 years of service on the board, from 1887 to 1913, with the exception of a two-year interval from 1893 to 1895. Mr. Brown had been president of the board during his last four years of service. Lucien Thompson of Durham also retired in 1913 after serving 21 years, during 17 of which he had been secretary. He and his family, the only remaining close relatives of Benjamin Thompson in Durham, moved to Colorado where he found the climate better for his health.

Charles W. Stone of East Andover had been for 22 years, from 1887 to 1909, an important and active member of the board. He was its president from 1905 to 1909. Only two years less was the term of office of John G. Tallant of Concord who served as a trustee from 1892 to 1912. Richard M. Scammon of Strat-ham served from 1899 to 1911. The death of George A. Wason of New Boston in 1904 brought to an end his 21 years of active leadership on the board of trustees, during nine years of which he had served as acting president or as president. Another valuable member lost to the board during the administration of President Gibbs was George B. Williams of Walpole who served from 1895 to 1906.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Nahum J. Bachelder was appointed to the board in 1903 and served one year as president, from 1904 to 1905. Edward H. Wason,<sup>1</sup> '86 of Nashua was appointed in 1906, and George H. Bingham of Manchester in 1908, Richard W. Sulloway of Franklin in 1909, and William H. Caldwell of Peterboro in 1912. Harvey L. Boutwell of Malden, Massachusetts, was elected in 1911 as an alumni trustee. He became president of the board three years later and served until his death on February 4, 1929. James A. Tufts of Exeter became secretary of the board of trustees in 1914 and served in that capacity until 1928.

There were numerous new appointments, and several new departments were created during President Gibbs' administration. Frederick W. Taylor of Ohio State university was appointed professor of agriculture and head of the department of agriculture in 1903. In 1908, he became professor of agronomy. Harry A. Hayward was appointed associate professor of agriculture in charge of animal husbandry and dairying in 1902. He remained only one year and was replaced by Edward L. Shaw as assistant professor of agriculture in charge of animal husbandry. With the appointment of William H. Pew, in 1907, as assistant professor of animal husbandry that department was organized. In 1910, Otto L. Eckman was appointed assistant professor of animal husbandry. He was promoted, the next year, to the rank of associate professor and became a full professor the year after that. His work established the department as a permanent and successful part of the college.

Joseph Hawes of the drawing department resigned in 1905 after nine years of service. His place was taken a year later by Frederick W. Putnam. In 1907, Thomas J. Laton, '04, was added to the department as an instructor. Charles Brooks was appointed instructor in botany in 1905 and promoted to a full professorship in 1908. After his resignation in 1912, his place was taken by Ormond R. Butler who remained as head of the botany department until his death on October 24, 1940.

The chemistry department lost two outstanding men by the resignation of Fred Morse, in 1909, and Charles Parsons, in 1912. The latter resignation was the occasion for a lively discussion of the condition of the faculty. Professor Parsons had been one of the

---

<sup>1</sup> Edward H. Wason was the son of George A. Wason whose long service on the board is mentioned above. He was later congressman from New Hampshire.

## THE ADMINISTRATION OF PRESIDENT GIBBS

most highly regarded faculty members. He had brought favorable attention to the college by winning the Nichols gold medal in 1905 for research on the rare element beryllium. This was the more noteworthy because Professor Parsons was the second person ever to receive the award in the United States. Though he had been the highest paid member of the faculty, the new post of chief mineral chemist in the federal bureau of mines carried a salary far beyond what New Hampshire could pay. In his letter of resignation Professor Parsons said that the salary was not the decisive factor causing his resignation. The vital reason was the governor's veto of the bill for an engineering building, lacking which, he felt that he could not sufficiently develop and expand his work. Harvey L. Boutwell, president of the alumni, wrote in the third number of the *New Hampshire*:

"When an able, experienced, and learned professor feels called upon to resign his position because appropriations are not available for the furnishing of proper equipment for carrying on instruction in his department . . . is it not fair to say that the state is negligent in its duty?"

The pay of a full professor had remained at \$2,000 for more than 20 years and only two members of the faculty beside the president received more than this amount.

In this case, both the college and the department of chemistry were extremely fortunate in having a brilliant young Englishman, Charles James, who had come to Durham six years before as an instructor in chemistry and was now ready to take Professor Parsons' position as head of the chemistry department. He also had won the Nichols medal, in 1911, for his research in rare earths. Under this new leader, the department grew in a manner entirely worthy of the tradition established by his predecessors.

The department of dairy husbandry was placed on a firm basis by Fred Rasmussen, a native of Denmark, who came to New Hampshire after being associated with Iowa and Purdue. He was very popular with the student body, who cherished this story about his accent. In common with many Danes, he had trouble pronouncing his "r's." One morning he came into the Experiment station and asked what the meaning was of all the "wow" outside. "All the what?" asked Mr. Curry. "The wow," he re-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

plied, "the wacket, the wumpus!" This curious alliteration became a student singsong for years.

W. Ross Wilson, who is now connected with the Extension service, joined the dairy department in 1912 as an instructor. The department of economics was established in 1911 with the appointment of associate professor Guy C. Smith. Previously, Professor Scott had given courses in political economy in addition to his courses in history. Ernest R. Groves took over President Murkland's courses in philosophy and English in 1903, with the rank of instructor. He resigned in 1906 to accept a position at Dartmouth but returned to New Hampshire two years later with the rank of professor. He was made head of the new department of psychology and sociology in 1910.

Arthur F. Nesbit was head of the combined department of physics and electrical engineering from 1895 to 1908. In the latter year, the two fields were separated, and Charles E. Hewitt, '93, was made professor of electrical engineering. Professor Hewitt, after completing his graduate work at Cornell, had been engaged in manufacturing electrical equipment, including some devices of his own invention, until he accepted the invitation to teach at his alma mater.

The place of Clarence M. Weed, professor of zoology and entomology, was taken, after his resignation in 1904, by E. Dwight Sanderson. The latter also became director of the Experiment station in 1907 succeeding Director Gibbs. Among those added to this department was C. Floyd Jackson who was appointed instructor in 1908. With the resignation of Professor Sanderson two years later, the departments were separated and Mr. Jackson became professor of zoology and Walter C. O'Kane became professor of entomology.

A forestry department was established in 1911 with the appointment of Professor John H. Foster of the United States forest service. Frank W. Rane, professor of horticulture, resigned in 1906 after 11 years of outstanding work. He was succeeded as head of the department by Harry F. Hall. He served for two years and was followed in his turn by Bethel S. Pickett. In 1912, Joseph H. Gourley took Professor Pickett's place.

Carleton A. Read, professor of mechanical engineering since 1899, resigned in 1908 to accept a position at Worcester Polytechnic institute. Forrest E. Cardullo was appointed in his place.

## THE ADMINISTRATION OF PRESIDENT GIBBS

Richard Whoriskey, who was advanced to a professorship in 1908, acquired two assistants in the department of languages: the Reverend Telesphore Taisne, in 1909, and Frederick W. Whitman, two years later. The former was pastor of the Durham Congregational church. Though a native of France, he had received part of his education in America. His untimely death in 1912, at the age of 35, was mourned by the entire college.

Captain Vernon A. Caldwell was chairman of the department of military science at the beginning of President Gibbs' administration. He was followed by Captain William E. Hunt who served from 1904 to 1909. First Lieutenant G. W. Edgerly was in command during the last three years of President Gibbs' term of office.

The position of registrar was created in 1904 with the appointment of Miss Mabel E. Townsend. For the first three years, it was only a half time position and Miss Townsend was also associate librarian. She resigned in 1911 and Miss Florence Trimmer was appointed in her place. Charles W. Stone, a former trustee, was appointed superintendent of the college farm in 1909.

In 1909, the trustees' request "for admission into the benefits of the Carnegie foundation for the advancement of teaching" was granted. This fund was designed to aid aged or otherwise incapacitated teachers. This move, theoretically, gave the faculty a greater degree of security. No one, however, received any benefit as none were eligible before 1917 when this fund was incorporated into the present annuity system.

Some of the changes in courses are indicated above in the listing of faculty changes. Entrance requirements were revised and made stricter, in 1911, at the request of the State Teachers' association, to conform to the new standard of the National Education association. These requirements were the familiar 15 units, each unit representing a year of high school work in a subject. English, algebra, plane geometry, physics, one modern language, and one year of history were required of all students, and of those electing engineering courses, solid geometry was also required. The rest of the 15 units could be made up out of a list of electives which included vocational subjects. New Hampshire was the first college in New England to accept this system. Practically all freshmen entered by certificate.

Greater attention was paid to the needs of the prospective teacher through the introduction of such courses as psychology,

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

the philosophy of education, or the history of educational theories. Professor Groves took the lead in this work. The first announcement of a course in the teaching of a specific subject was the teaching of mathematics, offered by associate professor F. C. Moore in 1912. During the discussion of the establishment of a new normal school in Keene, friends of the college made great efforts to have a "normal department" added to the college in Durham and pointed out the number of factors necessary for the success of such a school already in existence here. Among them were the courses in education already mentioned. The proposal did not meet with favor; instead, a counter proposal was offered, which afterward became a more or less unofficial policy, namely that the college should prepare teachers for the secondary schools, and the normal schools for the pre-secondary grades. A "normal manual arts course," to train teachers of manual training was first offered in 1911 with the claim that it was unique in the country on the ground of the superior training here available.

The most remarkable change came in the expansion of the old general course. Established at first to enable women to attend the college, it had gradually included some men as well. Almost all graduates of this curriculum became teachers. Professor Groves reported in 1911 that: "Its growth has been hampered by those who see in it only a means of graduating men for whom no department wishes to be responsible." The scholarship, he said, was very poor and the course was, in general, regarded as a sort of poor relation. The name had been changed to the arts and science course in 1911, and two years later, the college was reorganized into three divisions: the agricultural, the engineering, and the arts and science divisions. Many new courses were introduced during this period due to the efforts of Professor Groves, seconded by President Gibbs, in order to put the instruction in this division on a stronger foundation.

It is a curious bit of irony that it was reserved for President Gibbs, the agriculturist, to approve the introduction of courses in Latin over which President Murkland had had so much trouble. Four semester courses were offered in the 1910 catalogue, including readings in Livy, Pliny, Terence, Tacitus, and Horace. Apparently no objections were raised by the former opponents of the classical languages so the comparison with the storm of protest raised only 15 years before is impressive. The physics requirement for admission to the arts and science course was made elec-

## THE ADMINISTRATION OF PRESIDENT GIBBS

tive at the same time, and the taking of two years of science during the college course was required in its place.

The Misses Sarah and Alvena Pettee, daughters of the dean, both joined in urging the establishment of courses in domestic science at the college in connection with the arts and science division. President Gibbs requested help from the legislature toward the organization of such a program several times, but no action was taken until the following administration.

The expansion of the agricultural division staff and the building of Morrill hall led to the introduction of a wider variety of courses which were grouped under four general heads: "Agronomy, or technical agriculture; Zootechny, or animal industry; Agrotechny, or dairying; and Rural Engineering and Farm Economy." This department came closer than any other to having adequate quarters though it suffered somewhat from lack of equipment. In 1910, the department listed as its needs for the ensuing five years: a horse barn, toolshed, piggery, poultry plant, more stock, cold storage facilities, a milk room, a dairy laboratory, offices and fraternity rooms in Morrill hall, and a fund for exhibits at fairs, for printing bulletins, and for extension work in the state.

The chemical, electrical, and mechanical engineering departments found their chief difficulty in the lack of room. The advanced courses in chemistry were limited to 18 students because of the shortage of laboratory space. This worked a considerable hardship because of the great popularity of chemistry.

When a special course of lectures on the automobile was offered in 1906, there was an enrollment of more than 80 students. Stereopticon lantern slides were used and the agent for the "Olds motor car" in Dover agreed to furnish three or four cars of different makes in which students could take rides of an hour or more "to give experience in steering under different speeds, turning around, backing, etc." Electric, gasoline, and steam models were studied. One professor remarked at the time that many more such progressive and forward looking steps could be taken if the difficulties of filling routine needs were not so great. Leaving all that aside, the horseless carriages were hugely enjoyed, even though they were already becoming less of a novelty.

The new forestry department not only gave instruction but also undertook the operation of tree nurseries to be used in aiding reforestation in the state. Eleven acres of land purchased from Charles Hoitt, in 1912, for \$10,000, were partly planted with

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

seedlings of white pine, European larch, Douglas fir, and Norway spruce. The work of the forestry department won immediate support from the lumbermen of the state. Davis park, an eight acre plot in Lee which was given to the college in 1911 by Thomas J. Davis of Duluth, Minnesota, had already been planted with chestnut, pine, catalpa, and basswood by Mr. Davis. Professor Foster undertook to start conifers on the unplanted part of the land. In making this gift, Mr. Davis said that while his first purpose was educational, that is, to provide a forestry laboratory, he had another of a different nature. That purpose was an annual nutting party to be known as Davis Park day and to be held each October during the lifetime of the trees that he had planted. Since such trees usually live for one or two centuries, this memorial to the parents of Mr. Davis was one of at least great endurance, but not so the idea of the nutting party. Unfortunately, nutting parties had quite gone out of fashion by the time that the bequest was accepted so the college lost, before it ever gained, this pleasant custom.

A proposal made by Professor Cardullo for the establishment of a textile school was taken up by the legislature but won little support in spite of the importance of the textile industry in New Hampshire at the time.

The long-established custom of requiring a thesis from all graduates was modified by a decision in 1911 that the matter should be left to the discretion of the department heads in the electrical and mechanical engineering courses, but the requirement was still enforced in the other departments.

On the other hand, regulations regarding absences from classes were stiffened. In 1908, the control of class attendance was placed in the hands of the individual instructors with the provision that any instructor might exclude a student from an examination, without the necessity of faculty action, for being absent more than 20 percent of the sessions of any course. After two years' trial, this system was abandoned and sole authority to excuse absences was placed in the hands of the dean. The *College Monthly* announced that one absence would result in the offender's being called before the dean, "and more than one is liable to result in the probation of the 'cutter.'" Schedules were very full, and with strict enforcement of the rules against absences, it meant that most students were in classes from 8:00 in the morning to 11:50 and from 1:30 to 4:00 practically every day.

## THE ADMINISTRATION OF PRESIDENT GIBBS

Increase in the size of the faculty resulted in more efficient organization of administrative duties. Committees were organized in 1911 and 1912 to subdivide this work. These committees and their chairmen were: Administration, President Gibbs; Agricultural, Professor Taylor; Arts and Science, Professor Scott; Engineering, Professor Hewitt; Athletics, Professor David; Non-Athletic Organizations, Professor Putnam; Electives, Professor Scott; Entrance, Dean Pettee; Publicity, Professor Groves; Rules and Schedules, Dean Pettee; Student Welfare, Professor Cardullo; and Lecture Course, Professor Whoriskey. The *College Monthly* suggested that the student welfare committee could perform a great service by carrying out regular but unannounced inspections of fraternities and boarding houses. Professor Cardullo thanked the editors for the suggestion and urged the students to bring him reports, "especially complaints" about all matters with which the committee was concerned.

The first addition to the plant of the college during the administration of President Gibbs was the long-awaited gymnasium. As late as 1905, Captain Hunt reported to the trustees that the college had been placed on probation by the war department because of the lack of proper facilities for the military course. He stated that the lack of a proper drill hall, the necessity of students storing their arms and other equipment in their own rooms, and the shortage of suitable office and classroom space would compel the government to withdraw its instructors and equipment unless something were done very soon to improve matters.

For years the biggest campaign of the *College Monthly* was for a gymnasium. In 1894, the editors pointed out that it would be necessary to have a drill hall for the military exercises and urged that a "thorough business" be made of it and that a gymnasium be erected at the same time. However, drills were held either out of doors or in the hallways of Thompson hall, and there were no signs of any gymnasium. Two years later, it was suggested that recipients of scholarships, which included practically everyone, should give five percent of the scholarship toward a gymnasium fund. Some money was raised and invested in athletic equipment. The Athletic association advocated "fixing up part of the barn as a cage and using the room originally intended for a foundry as a gym."

In 1902, at a meeting of the Athletic association, \$530 was pledged by students toward a fund for the construction of a gym-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

nasium. Professor Richard Whoriskey was treasurer of the fund which grew slowly, at the rate of a little over \$500 a year. President Murkland appealed for \$25,000 for a gymnasium in his last report, pointing out that the big room in Thompson hall was used for chapel, mass meetings, drill, basketball, socials, fraternity parties, and commencement exercises, which was hardly a proper situation. The money raised by the students could be used for equipment, he said, but they could hardly be expected to raise enough to pay for a suitable building.

By 1905, the joint committee of students, faculty, trustees, and alumni had raised over \$2,500; obviously, however, though this might be enough to equip a proper gymnasium, there was no chance of the fund reaching an amount large enough to construct the building. This committee went to the legislature of 1905 with an urgent plea for \$25,000 which was finally granted. The trustees immediately appointed a building committee including President Gibbs, Trustee John G. Tallant, and Walter M. Parker of Manchester, treasurer of the college. Randlett and Griffin of Concord were the architects in charge of construction. By January, 1906, the building was completed. It included a large drill hall and gymnasium with offices for the military department on the first floor and a college club room on the second floor. The latter ran across the whole front part of the building. The alumni raised money to buy a piano for the club room and President Gibbs donated easy chairs and other furnishings. Two tables for billiards and pool were installed as well as tables for whist and similar games. An indoor rifle range was constructed in the basement of the gymnasium four years later for the use of the military science department.

One thousand dollars of the money which was used to equip the gymnasium was a gift from the Boston and Maine railroad. The St. Johns express was wrecked near the college shops on the night of January 20, 1905, because a defective rail gave way. Both students and faculty hurried to the scene, broke into the cars, and helped the passengers to escape. A number of the badly injured were taken to the Zeta house or the home of Dr. Grant where they were given emergency treatment. President Tuttle of the Boston and Maine railroad sent a check for \$1,000 to be used as the faculty and students might decide as an expression of the company's gratitude for this assistance.

## THE ADMINISTRATION OF PRESIDENT GIBBS

The dedication of the gymnasium was held on January 26, 1906, with a military ball attended by over 400 people. Governor John McLane received the keys of the building, which were two feet long and weighed 15 pounds apiece and which had been forged in the college shops. He turned them over to President Gibbs after making a congratulatory speech. President Gibbs, Professor Parsons, and Carl T. Fuller, '06, were the committee in charge of buying equipment with the \$1,500 raised by the students and alumni and the \$1,000 provided by the Boston and Maine railroad.

When the institution moved to Durham, the college library was housed in a room on the first floor of Thompson hall, with a reading room adjoining for the use of the students. In 1893, the college had a total library of 3,500 volumes, with about 2,000 pamphlets in addition. The Durham town library had about the same number of books, which students were permitted to use. The Durham Social library was incorporated in 1893 as the Durham Library association, and shortly after, made a contract with the town to provide public library service. The building in which the library was located had been purchased with the money from Benjamin Thompson's hay crops which had accumulated at the rate of nearly \$1,000 annually over a period of years. Out of the remainder of these funds after purchasing the building, a small endowment fund was established. As a result of Benjamin Thompson's generosity, Durham had a rather large and well-cared-for library for such a small town, and the collection grew almost as fast as that of the college.

After the college came to Durham, Professor Scott served as librarian on a part-time basis, with some assistance from students. According to his account, the condition of the college library was extremely bad. After 25 years of the college's existence, he said that there were only a little over 300 books in the lot which were really usable for the students' purposes. This situation had been neglected at Hanover because of the availability of Dartmouth's large library, but now it was necessary for the college to start building up its own collection.

By 1903, the college library was reported to contain 10,000 books and 5,200 pamphlets. The Durham library had over 8,000 books. Both libraries were cramped for lack of facilities and anxious for expansion. The will of Hamilton Smith, a wealthy resident of Durham, had set aside a fund of \$10,000 to be

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

used to build a new town library, but nothing was done with this money immediately.

Professor Scott was the first librarian to introduce the Dewey Decimal system of classifying books in a New Hampshire library. This was done when he was librarian of the Dartmouth library from 1874 to 1878. This system has always been used in the New Hampshire College library, and in 1893, by the use of this system of classification as well as a new system of shelving, Professor Scott was able to bring some order into the collection of the institution.

According to the rules of the library in 1893, students were permitted to take not more than four books at a time, "without respect to classes," for two weeks. The reading room was supplied with several newspapers and magazines. The latter might also be borrowed by students. Bound volumes of *Harper's* and the *Atlantic Monthly* and Poole's *Index to Current Literature* were kept on open shelves in the reference room which was the same as the reading room. The student magazine frequently included editorials on the need for more books. At the same time, it criticized the students even more often for the improper use or the lack of use of the library. The reading room, they said, "compares very favorably with the waiting room of some railway station . . ." Officers of the student battalion were given the job of keeping order, under threat of being reduced to the ranks if they failed in their duty. The editors waxed ironic over student neglect of their library privileges, announcing at one time that

" . . . during these few weeks that college has been in session *twenty-four* books and *five* unbound magazines have been taken out . . . As our library contains only a few over fifty-five hundred books, it is gratifying to see what a large proportion are being put to good use . . . "

Professor Scott demanded that students refrain from using the reading room as a social gathering place. As the library grew and improved, the students found greater incentive for the proper use of the facilities, and the number and vigor of the complaints lessened.

The bequest of Hamilton Smith to the town of Durham for a library building was left in trust to Henry C. Perkins and grew to \$12,888 before it was used. President Gibbs opened negotiations with both the town library and the Durham Library associa-

## THE ADMINISTRATION OF PRESIDENT GIBBS

tion to arrange for a merger of all the libraries in Durham. The association had an endowment of about \$11,000, the income from which had been used to purchase books. Under the agreement finally reached by the three groups, the books of all three organizations were to be united in one library serving the town and the college on an equal basis. The board of trustees of the college was given control of the library and the management of its affairs. The income of the association's endowment was to be devoted to the purchase of books, with the provision that the association reserved the title to all of its books and that they be given distinctive markings to indicate such ownership. The town agreed to appropriate at least \$25 a year for new books or magazines.

Andrew Carnegie gave \$20,000 toward the cost of the library in 1905, and this sum added to the Smith fund was enough to start building operations. The building was planned after a standard model provided by the trustees of the Carnegie fund. In addition to the reading and reference rooms and a three-story stack with a capacity of about 60,000 volumes, plans were made for rooms for seminars and study groups, an historical collection, and office and catalogue rooms.

The state appropriated \$10,000 for equipment, which was not installed until the summer of 1907. Dedication ceremonies were held on Monday, June 3, 1907, in connection with the commencement exercises, although the building was not ready for use until the following November.

The first inventory of the consolidated library showed a total of over 22,000 volumes, with 150 periodicals and magazines being received regularly. Under the new arrangement, the responsibilities and duties of the librarian were so expanded that Professor Scott found he would have to give up his teaching if he were to continue as librarian. He preferred the teaching and accordingly resigned as librarian. Professor Scott took great pride in his work as college librarian and was active in planning the new building.

Miss Gertrude Whittemore was appointed librarian but remained only one year, after which Miss Mabel Hodgkins of Massachusetts Institute of Technology was engaged. Miss Charlotte Thompson, previously librarian for the town, was appointed assistant librarian. In this position, she not only performed her duty well, but won the regard and affection of students for more than two decades. For a large number of the alumni of New Hamp-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

shire, the library will always be associated with "Aunt Lottie Thompson."

The third major building constructed while Mr. Gibbs was president was the women's dormitory which had been so long anticipated. Mrs. Hamilton Smith had offered the college \$10,000 to be used for this purpose but unfortunately died before she could carry out her plan. Her daughter by a previous marriage, Edith Angela Congreve, who became Mrs. Shirley Onderdonk, decided to carry out her mother's wishes and gave \$16,000 toward the construction of Smith hall which was named for her mother. Mrs. Smith had also provided that the residue of her estate, after deduction of specific legacies, should, upon her daughter's death, be divided equally between Dartmouth and New Hampshire colleges to be used for their general purposes. This money did not become available until 1920 when it was used for the construction of Congreve hall.

The total cost of Smith hall was \$28,500, of which sum, \$12,500 was appropriated by the legislature. The style of the building was called "Old English." The first floor contained a dining room, kitchens, reception hall, and the matron's quarters. On the second and third floors were rooms for 32 girls. The basement contained a boiler room, a laundry, and service rooms. The building has since been remodeled to provide rooms for more than twice as many girls. The new dormitory was not so successful in bringing more women to the college as had been hoped. Later, when further attractions in the form of better courses to meet the specific desires of women students had been added, the dormitory was filled. A dormitory for men was needed as much as one for women. Efforts were made to have as many of the freshmen as possible room together in the Pettee block, which was, practically, a freshman dormitory. The upperclassmen roomed in private homes or in fraternities. Other needs, however, were considered much more pressing, though the trustees prepared a plan in 1910 for a dormitory to cost \$60,000 and which would house 100 men. In connection with this, they asked the attorney general if the principal of the Conant fund could be used for such a purpose. They pointed out that a larger income could be derived from such an investment than from any other. As his answer was in the negative, the matter was dropped.

Several smaller buildings for the use of the agricultural department were added during the administration of President Gibbs.

## THE ADMINISTRATION OF PRESIDENT GIBBS

A large and well equipped dairy building was completed in 1910 at a cost of \$21,000. This is the present building which stands behind Morrill hall. A new range of greenhouses was built between Morrill hall and the shops, where James hall now stands. Sheep and horse barns were built in 1909 and 1912 respectively, at a total cost of \$8,000. It was much easier to get money from the legislature for the agricultural interests than for any other activity or department of the college.

Ever since the arrival of the college in Durham, there had been complaints concerning the appearance of the buildings and land between the sites of Smith hall and the gymnasium. The buildings there provided an unpleasant contrast to the new buildings on the campus, though they were considered good enough to house students and usually did. This land was purchased in 1912, at the time that the Boston and Maine railroad company began to carry out its 20 year-old plan to move its tracks. The Pittsburgh alumni wrote to the college on receipt of this news and contrasted the campus of the future with the one they had known, "divided by railroad tracks and blotted by numerous old buildings; an eyesore to every alumnus . . ." It was the unanimous opinion of the Pittsburgh alumni that this purchase was the "biggest move of recent years."

The promise of the railroad to move its tracks had been made by an official who had since died, and the project had been delayed by a series of unfavorable circumstances until the college feared the promise would not be kept. The opportunity, however, came with the decision to double track this section of the railroad. Exchanges of land between the college and the railroad were arranged and damages for the college were fixed. The old railroad station was moved down to a lot near the corner of Main street and Mill road where it became Runlett's store for many years and is now occupied by a chain store. The station at Lynn, Massachusetts, was taken apart and shipped to Durham and reerected. When first built, 16 years before, according to the *College Monthly*, this station had cost \$10,000 and had been considered a model of its kind.

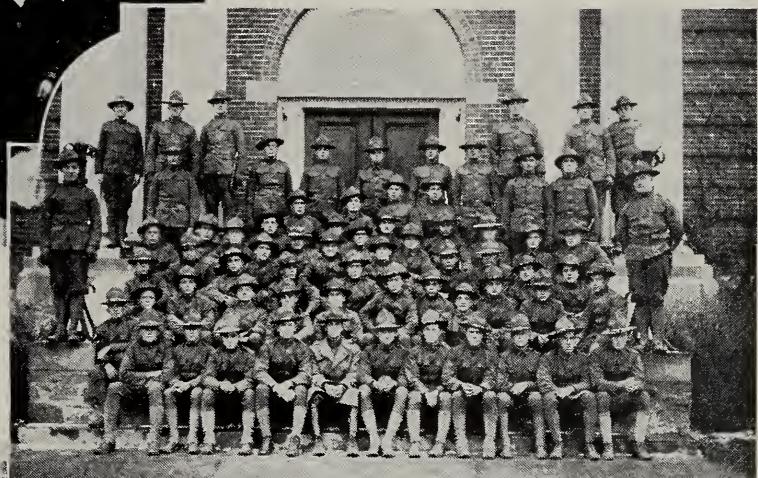
One campaign which did not prove successful until later was to secure a new engineering building. The need for additional space had become acute, but repeated requests to the legislature were unsuccessful. Albert DeMeritt was representative to the legislature from Durham for the session of 1911. Requests total-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

ing \$163,000 were laid before the house committee on the college which visited Durham in February and which was reported to have voted unanimously for the entire appropriation. By April the bill had been cut down to \$31,500, "eliminating everything not strictly relating to agriculture, and providing the necessary funds for the establishment of a course in forestry . . ." At first, Mr. DeMeritt had asked for \$80,000 for the engineering building, then had cut his request in half. Both figures were rejected. Dean Pettee called a mass meeting of the students and faculty to discuss means of getting the appropriation through. Mr. DeMeritt spoke and offered to introduce a joint resolution as a final effort to get favorable action. Students were urged to cooperate by "appealing personally to their representatives in Concord," as well as building up support for the college in their home towns. Other groups interested in the school were also called upon to assist. The joint resolution, calling for \$50,000, was passed by both the house and senate by overwhelming majorities. So great was the margin that it was assumed that Governor Bass would sign the bill. The entire student body and faculty met Mr. DeMeritt at the railroad station with a brass band to welcome him home and to celebrate the victory. Yet, even as he was arriving in Durham, word came that the governor had vetoed the bill. The students went through with their bonfire just the same.

There was a great deal of bitterness about the matter and many accused the governor of going back on his pledges to the college. However, Governor Bass had notified both houses of the legislature, a short while before the joint resolution was passed, that all income of the state for the next two years had already been appropriated and that he would refuse, therefore, to approve any further appropriations, no matter what their purpose. The representatives and senators knew this when they voted for the new building, but Mr. DeMeritt and his friends had assumed that the size of the favorable vote would persuade the governor to make an exception. Since Governor Bass did not do so, the college had to wait another two years for its engineering building.

The first payment to the college from the Thompson fund was made on May first, 1910. There had always been considerable misunderstanding among the people of the state regarding this fund. As late as 1907, President Gibbs had to correct misstatements in one of the newspapers concerning the benefits which the college was thought to be then receiving. The final value

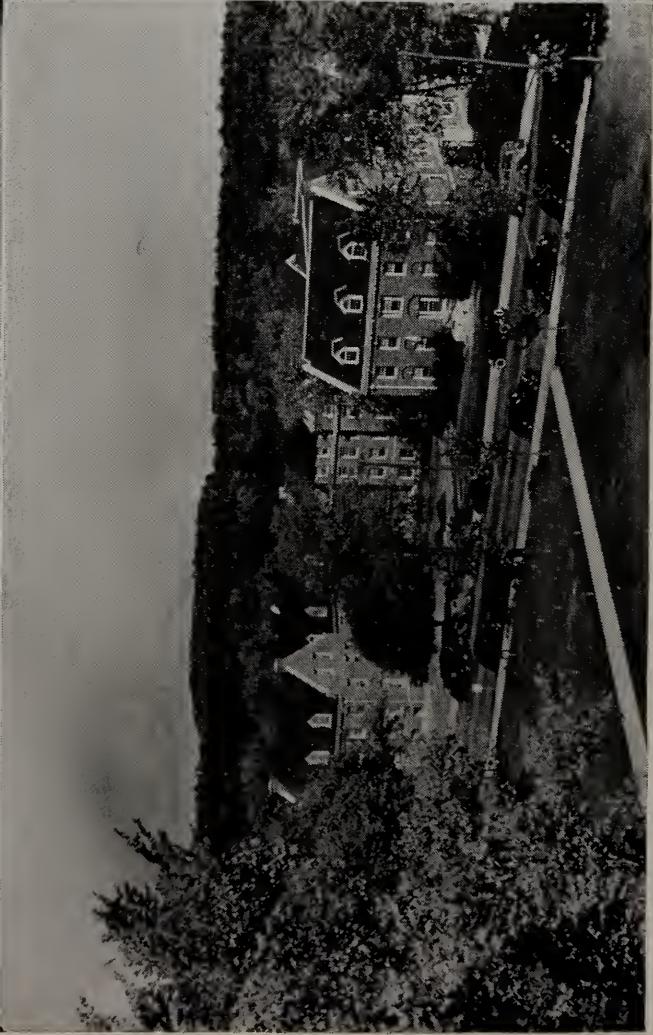


*Top Left:* MEMORIAL TABLET

*Middle, Student Army Training Corps:* *Left,* NAVAL UNIT; *Right,* ARMY UNIT

*Bottom:* THE ARMISTICE DAY CELEBRATION

*Top Right:* PARRELL-CORRIEVAU POST, NO. 385



*Top Left:* THE OLD GYMNASIUM, NOW NEW HAMPSHIRE HALL  
*Lower Left:* CONGREVE HALL

*Top Right:* NEW HAMPSHIRE HALL  
*Lower Right:* HAMILTON SMITH LIBRARY

## THE ADMINISTRATION OF PRESIDENT GIBBS

of the Thompson fund was \$797,181.75 from which an annual income of \$31,887.27 was received.

Another very important addition to the annual income of the college was derived from the Nelson act of 1907 which provided that the fund from the second Morrill act, of 1890, was to be increased by \$5,000 a year, beginning in 1908, until it reached a total of \$50,000 in 1912. The college, in need of money for both general running expenses and for salaries, found these two increases in its income very welcome. Under different circumstances, this increase of income would have solved all problems, but new problems were being created at an unusual rate by the great increase in the size of the student body as well as by the nature of the demands upon the college. Since the time when the college had moved to Durham, the student body had doubled itself with each decade, but the income did not keep pace with the increase of students. Moreover, prices and the cost of living also increased and thus lessened the purchasing value of the fixed income of the college.

The income of the Experiment station from the federal government was likewise increased, by the Adams act of 1906, from \$15,000 to \$30,000. This increase was made gradually, with \$5,000 added in 1906 and \$2,000 more annually until the maximum was reached. President Gibbs served as director of the station from 1903 to 1907, when his duties as president became too great to permit his continuing in the dual capacity. Dwight Sanderson, professor of entomology, was then appointed director and served for three years.

John C. Kendall, of the class of 1902, became director in the fall of 1910. The wisdom of this appointment has been attested by 29 years of successful leadership in the work of the station. Cooperative work with departments of the state government became more frequent during President Gibbs' administration, of which an example was the work of Professor O'Kane, who was appointed state agent for the suppression of the brown tail and gypsy moths. Not only did he direct the work of extermination and prevention but also undertook a very important series of experiments with the breeding of the gypsy moth, which, he announced, "would necessitate the rearing of between one and two million caterpillars." Work with sheep and poultry received more attention than had been possible before, though improve-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

ment of stock feeds and better breeds of cattle continued to be of chief importance.

Mr. Kendall was also appointed director of the extension work of the college in 1911 after the state legislature had appropriated money for this purpose. Twenty-five hundred dollars a year was provided, with an additional \$750 annually for

". . . publishing and distributing information and other helpful literature upon agriculture, in such form as to be of the greatest service to the citizens of the state."

The money became available on September 1, 1911, and thus began the formal organized extension work at New Hampshire college, although efforts toward dissemination of the benefits of the college to the entire state had been going on ever since the earliest days in Hanover. The new funds were to be used for demonstrations and cooperative experiments with farmers, particularly in the improvement of hay and corn crops and orchards, and in demonstrating the value of adding lime to the soil. Demonstrations of cattle testing and organization of testing associations and various kinds of agricultural cooperatives were also included in the program. These were methods of operation which had not previously been practicable for the college.

The agricultural division started issuing a weekly newsletter early in 1911 to all the agricultural magazines of New England and to some outside this region. The year before, a general newsletter covering the activities of all departments had been started which went to all the newspapers of the state and to some of the Boston papers. The publicity committee of the faculty, which was responsible for this innovation, reported that all the 70 papers in the state used the material in part and a few printed it entire. The work of President Gibbs as president of the New England Conference on Rural Progress which included representatives from all the state colleges, Granges, and boards of agriculture in the six states, was also of great value to the college.

The Experiment station and the agricultural division cooperated in organizing correspondence reading courses in agriculture in 1911. These were later administered by the new Extension service. A textbook on soils was used the first year as well as station bulletins. More than 200 people took the course the first year, and plans were made to add reading courses on crops, marketing, animal husbandry, and other subjects until a three-year

## THE ADMINISTRATION OF PRESIDENT GIBBS

course in elementary agriculture was developed. Groups were encouraged to form clubs which would be visited by the agricultural faculty and the station staff.

Exhibits at fairs continued to be emphasized. At one such exhibit, such varied items as fruit, tools, insect boxes, dynamos, and Morris chairs were on display. No part of the work of the college was neglected in the exhibitions at the fairs since they proved to be one of the best methods of advertising the college.

The Farmers' institutes were also revived, the first of such being announced as a "One-Week Course" in 1909. It was "planned to suit . . . the everyday practical farmer who cannot leave home work for any length of time, but who wishes to get some new ideas . . ." This institute, held in mid-winter, was very popular, and attendance grew to nearly 300 in four years. A women's section was introduced, and the custom of reserving Friday afternoon and evening for entertainments was established. Miss Frances Stern of Massachusetts Institute of Technology gave the first lectures on home economics for the women's group in 1911. On August 15, 1912, the first Farmer's Basket Picnic and Educational Meeting was held, with 2,000 in attendance. Orchard day was observed for the first time on May 17 of the same year with about 100 present. Fifty poultry raisers who met in February, 1912, took the first steps in organizing a state branch of the American Poultry association. All of these meetings were indicative of the increased interest which the college was to have in the life of the rural people of the state.

The ten-week course in dairying was also offered again during President Gibbs' administration. The course began early in January and lasted until the middle of March and was open to both men and women without entrance examinations. Students had to be 16 years of age or older and possessed of a good common school education or its equivalent. A tuition fee of five dollars was charged. Expenses for room, board, and books amounted to about \$60. A certificate was awarded at the end of the course to those who had completed the work.

The alumni sponsored two new meetings in 1911 which have since become annual affairs. These were a track meet and a prize speaking contest for high school students. The class of 1911 gave prizes for the speaking contest and the Alumni association for the track meet. About 12 schools from New Hampshire, Massachusetts, and Maine participated in the 13 events of the track meet,

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

which was won by Manchester high school with Lynn Classical and Boston English schools tied for second place. Five New Hampshire schools and one in Massachusetts sent representatives to the interscholastic prize speaking contest, which was won by Lawrence Mitchell of Medford, Massachusetts, who had also been a prize winner for his school in the track meet. Mr. Albert De-Meritt and Professor David and Professor Smith were the judges of the prize speaking. Both of the events were designed to bring leading students from secondary schools to the New Hampshire campus to show them the available facilities as well as to encourage athletic and forensic activities in the high schools and academies.

The Alumni association became firmly established with a regular membership which gradually increased year by year. Graduates of the two-year course and recipients of honorary degrees were made eligible for membership and a card index of all graduates was made. From this, an alumni register was printed in 1911, listing 407 graduates with a bachelor of science degree, and 61 graduates of the two-year course. The list of occupations of the graduates showed a considerable change from previous reports. Only 51 were engaged in agricultural pursuits, while 76 were in business, 26 were chemists, 81 were engineers, 50 were teachers, 13 were physicians, 6 were lawyers, 2 were in the army, 7 in the weather bureau, and 1 was a minister. Sixty-eight were unknown or retired and 23 were dead. The drift away from the predominantly agricultural college toward the future university was clearly shown in these figures. About the same time, a writer in the *College Monthly* defended the college against the charge that her graduates left the state to work elsewhere so that New Hampshire did not get the benefit of their training. Sixty-three percent of the graduates of the agricultural course and 70 percent from the arts and science course remained in the state, he reported, but most of the engineers had to find employment elsewhere because opportunities for them were to be found only in Massachusetts, New York, Pennsylvania, and similar centers of heavy industry. The opportunity to receive such training should be kept open to New Hampshire young people, he argued, for "provincialism has been the curse of China, the stagnation of Turkey; and let it not hinder the progress of the children of New Hampshire."

Wherever they went, the alumni maintained their interest in their alma mater. During the campaigns to win legislative help

## THE ADMINISTRATION OF PRESIDENT GIBBS

for the college, they became a major factor. Officers of the association held the alumni in touch with developments and urged them to greater efforts. At the same time that the bill for the engineering building was before the legislature, a bill was introduced to give the alumni the right to elect a second member of the board of trustees, who might be chosen from out of the state. It had been argued for some time that many of the ablest graduates lived in Massachusetts and other states and should be made eligible for election to the board. Also, graduates of the engineering courses felt that at least one member of the board should be an engineer. Seven trustees were required by law to be farmers and not one was an engineer, yet over 60 percent of the four-year students were taking engineering courses. Twice before, bills to provide for a non-resident alumni trustee had been defeated in the legislature, but the proposal was passed in 1911. Considering how much emphasis had been placed on the need for an engineer on the board, it is rather curious that the first non-resident alumni trustee elected was Harvey L. Boutwell of Malden, Massachusetts, who was a lawyer.

The proposal to change the name of the college to the University of New Hampshire seems to have originated with the alumni though it is quite likely that others had the same idea. Whatever its source, the idea grew with the growth of the engineering and the arts and science divisions, whose graduates felt the need for a name which would give more recognition and prestige to their divisions of the college. Many students, said Dean Hewitt at an alumni banquet, went out of the state for their college education because they did not know that "university courses" were offered at Durham, and others, who might know of these courses, went elsewhere because they were afraid that their work would not receive as much recognition if done at an "agricultural college."

This last was the common name used for the college, which was doubly misleading, but the other commonly used named, Durham college, was even worse. President Gibbs argued that even though New Hampshire did not need and could not afford a great university like those of some western states, still it should "have a few courses of the highest class," giving "special attention . . . to those related to the industries of the state; such as forestry, domestic science, civil engineering and poultry." Furthermore, it would not be long before "a law school or a medical school will be es-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

tablished." The State grange led the opposition to this move because they feared that it would encourage further expansion of the engineering and arts courses at the expense of the agricultural division. It was not time for the change and the proposal was defeated by the legislature of 1911. In support of the three proposals before that legislature, namely, the engineering building, the second alumni trustee, and the change of name, the Alumni association undertook the publication of the December, 1910, issue of the *College Monthly* as a special issue. It contained articles which described the functioning of the college and appeals to have the state meet its most pressing needs. The magazine was widely distributed among the legislators. As the alumni guaranteed the cost of the issue, the *College Monthly* was able to pay most of its debts.

The first New Hampshire night, precursor of the present Homecoming day, was held on November 9, 1906, as a rally for the Vermont football game. The number of alumni who appeared was disappointing, though many former football captains were present. The event was repeated annually and drew an increasing attendance of former students. The alumni banquet, which was held during commencement week for several years, later became the commencement banquet. Mid-winter banquets in Boston, sponsored by the Lynn and Boston branches of the Alumni association, were more successful. Members of the faculty were speakers at these meetings. The annual meeting of the alumni continued to be held in Durham during commencement week. The first Founder's night was observed March 15, 1912, with President Gibbs and Mr. Harvey L. Boutwell, president of the board of trustees, as speakers.

Local branches of the association, outside of the state, were organized during President Gibbs' administration. The branch at Lynn, Massachusetts, was very successful due to the large number of New Hampshire men who were employed at the General Electric plants. The Boston group had a more precarious existence. The wide diffusion of the graduates is indicated by the fact that branches were organized in Pittsburgh, Chicago, and Seattle although none of these three had over ten members each.

\* \* \*

The number of students attending the college increased rapidly. There were 121 students registered in all courses during

## THE ADMINISTRATION OF PRESIDENT GIBBS

President Murkland's last year. The figure for the college year, 1911-1912, was 315 registered in all courses, which indicates that the enrollment had nearly tripled in nine years. In the 19 years since the college had been in Durham, the enrollment had increased by almost 500 percent. With the exception of a six-year period in the late eighteen nineties, the four-year enrollment had increased with every year, but the two-year classes had varied considerably in size. Of the 1911-1912 total, 133 were taking agricultural courses, 96 engineering courses, and 83 arts and science courses. More than half of the agricultural students were registered in the two-year course, so that the agricultural division had the smallest number of candidates for degrees of any division of the college.

In 1912, a check of the alumni showed that more than half of them had been graduated during Mr. Gibbs' administration. The percentage of students who failed to finish their course decreased greatly, though the percentage in both the agricultural groups continued to be high.

During President Gibbs' administration, only six advanced degrees were granted; five were master of science degrees and one a master of engineering degree. Eight people, most of them trustees, received an honorary master of science degree in either 1904, 1905, or 1906, and Harry F. Hall, instructor in horticulture, received an honorary bachelor of science degree in 1906. President Gibbs then discontinued the custom of granting honorary degrees for the rest of his term of office.

The two established fraternities, Kappa Sigma and Zeta Epsilon Zeta, did not meet the needs of a student body which increased so rapidly. Delta Xi, the third fraternity to be organized, was founded on October 10, 1903, with a charter membership of 11. They took the "old Zeta room" in Thompson hall, at first, until a residence could be secured. The building now known as the Loveren apartments was their first house. This group was granted a charter as Zeta chapter of the Theta Chi fraternity in 1910.

The Beta Phi fraternity was organized in 1906 and occupied the house on Ballard street now used by the Student Cooperative. Beta Phi later became a chapter of Lambda Chi Alpha. Gamma Theta, which later became Alpha Tau Omega, was organized in 1907. It took the Buzzell house near the Town hall for a few years. When Professor Parsons resigned to go to Washington,

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Gamma Theta bought his house, which is now the present Alpha Tau Omega house on Main street.

The two-year men also had a fraternity, Alpha Tau Alpha, founded in 1905. They took an unidentified "house in the older part of town" the following year. Later, they moved into the former Gamma Theta house.

Casque and Casket, an interfraternity senior and junior society, held its first initiation in the spring of 1905. This was followed by an informal dance. The *College Monthly* carried a complete description of the ceremonies:

"A solemn procession, marching to the tune of a dirge, bore a casket, which was placed upon the platform, while dim lights were burning. Here a burial service was performed, and many of the study-worn books were conveyed to their last resting-place."

The members wore black gowns and hoods. Even the programs were black and coffin-shaped. The titles of the officers carried out the pattern and included Undertaker, Embalmer, Tombstone, and Vault. The members were known as Mourners. The society devoted itself to discussions of student problems and efforts to improve student life and emphasized athletics. The annual Casque and Casket dance, preceded by their ceremonies, was one of the major social events of the spring house party season. This organization later became the interfraternity group.

An indication of the desire to organize and regulate the activities of the fraternities was the first rushing or "chinning" agreement, which was signed in the spring of 1905 by Kappa Sigma, Zeta Epsilon Zeta, and Delta Xi. According to this agreement, no freshman was to be rushed before noon of the first Tuesday in November, nor pledged until noon of the following day. No freshman, or other new student, for the rules applied also to transfers, could room or board at a fraternity house until after he had been formally pledged and was wearing his pledge pin openly. The two older fraternities pledged about 15 new men a year and Delta Xi, a smaller number. The Zetas, on one occasion, initiated two two-year men, but this seems to have been exceptional and contrary to the usual custom.

Senior Skulls was founded in 1909 to

". . . promote brotherly feeling among its members, the fraternities, and between faculty and students; to

## THE ADMINISTRATION OF PRESIDENT GIBBS

benefit athletics; and to do anything which will benefit New Hampshire College and its associations."

Any member of the senior class was eligible for membership, and selection was made on the basis of athletic ability, scholastic standing, and leadership in campus activities. The six charter members were C. H. Swan, president; F. O. Chase, vice president; H. P. Corliss, secretary-treasurer; O. F. Bryant, chaplain; C. E. Peel, sentinel; and W. S. Abbott. Additional members were elected later in the year.

The Agricultural club maintained a club room in Morrill hall which it used for meetings, debates, and other activities. Cattle and fruit judging teams were organized and sent out to some of the largest fairs in New Hampshire and Massachusetts. At the Brockton fair, one of these teams won the first honors of this kind for the college. Through the efforts of the club, a stock judging team was sent to Chicago in the fall of 1910 to take part in the national contest. Although the team did not finish very high in the competition, they acquitted themselves well enough to encourage the students and faculty to continue sending teams in later years.

Alpha Zeta, honorary agricultural fraternity, was organized in 1903. The chapter was known as the Granite chapter and met in the Agricultural club rooms. It was proposed, in 1910, that the two organizations sponsor the publication of an agricultural paper, but the project was postponed because of lack of funds.

An Engineering society was formed in 1907 with J. H. Priest, '07, as president, and a branch of the American Institute of Electrical Engineers was organized on February 25, 1909, with 12 charter members. Professor A. M. Buck was chairman, E. R. Fellows, '09, was secretary, and P. F. Ellsworth, '09, was the third member making up the executive committee.

The Chemical Colloquium was founded in 1907 under the sponsorship of Professors Parsons and James. It was chartered as Mu chapter of Alpha Chi Sigma, national honorary chemical fraternity, on April 11, 1911. Twenty-one persons, including the two professors, were initiated.

The youngest division of the college was represented by the Arts Course club, organized in 1907 with 20 members. Many of its meetings were open to the public, and with the help of Professor Harrison and Professor Groves, the club succeeded in bringing a number of prominent lecturers to the campus.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The organizations of the women students increased both in number and membership. The W. H. A. society, which had been in existence for a number of years, became the most influential of these and maintained rooms in Dean Pettee's house. They were accused of being a socially ambitious clique by the *College Monthly*, and another organization, called the W. E. D. club, was formed in 1904 to give them competition. The first group to use a Greek letter name was the Pi Kappa society which was first listed in the annual directory of the *College Monthly* in the fall of 1910. W. H. A. took the name Alpha Alpha Alpha the following year and held its initiations in the Grange hall.

With the growth of the student body, it became necessary to find some means of securing a better and more representative organization. A student council was organized in 1907 and consisted of three seniors and two juniors, not more than one of whom might be from a single fraternity. All class contests were to be placed under its supervision, and it was to act as a liaison body between faculty and students. The efficiency of the council was questioned by the *College Monthly*, in 1909, in an editorial which asked, "What use is it?" The faculty, it was claimed, had little respect for the council, and the student members lacked leadership and responsibility. The editorial stated that the faculty had made a new rule on scholarships, a short time before, "which seems to us inequitable, legally and morally," without consulting the student council in any degree, and nothing had been done about it. Suggestions for the improvement of the council were made, but they were chiefly concerned with such matters as keeping minutes and observing parliamentary procedure.

Casque and Casket took the initiative in 1912 in the reorganization of the council and suggested a plan which was, with a few changes, adopted by the faculty. The object of the reorganized council was "to act as an advisory committee to the four-year students and to the president on general matters concerning student life." The membership included the president and one representative of the faculty, one student from each of the five fraternities, and two non-fraternity students. Only seniors and juniors were eligible, and the fraternity representatives had to be members of Casque and Casket. A few weeks later, a similar organization was provided for the two-year students. A girls' council was organized in 1911. One function of this council was to supervise the enforcement of the rules for women students. All

## THE ADMINISTRATION OF PRESIDENT GIBBS

women students were required to room in Smith hall unless they were living at home or had been granted special permission by the president to live in a private home. Callers might be received only on Friday and Saturday evenings and then only until 10 o'clock and in the parlors of the houses where the women lived, "and not elsewhere." Driving in carriages, boating, and similar excursions with men had to be chaperoned. Women students could only attend those entertainments approved by the dean, and permission had to be secured from the dean for any absence overnight. These rules also applied to women students living at home "in so far as the college deems wise."

The College club was revived in connection with the plans for the use of the social room in the gymnasium and was open to all male students on the payment of the annual dues of \$1.50. Though the room was comfortably furnished and provided with pool tables and other facilities for games, it was difficult to secure a large enough membership to pay expenses. President Gibbs gave generously to pay for the repairs for both the room and the equipment, but the dues received were scarcely enough to pay for janitor service and upkeep. There was no money at all to pay speakers or provide entertainment or to support smokers. The club was finally disbanded in 1911 and its functions were taken over by the college social committee, which was made up of ten students and five members of the faculty and which supported itself by charging a small admission to its affairs.

The boarding clubs were very important in the lives of the students. The chief ones were the Utopian and the Mystic clubs, which had their headquarters in the Pettee block. Rivalry between these two clubs was keen, and their annual football game was a great, though slightly fantastic, event. It usually ended in a tie because no one would admit that the other side could possibly have scored. The Utopian club moved to "Sawyer's dining hall" in 1908 and its quarters in the Pettee block were taken over by a new club known as the Phoenix. In 1912, the Crescent club was organized.

The Mystic club introduced politics to the student body in 1908. It endorsed the Taft and Sherman ticket and paraded through town behind an enormous banner. In retaliation, "disciples of the 'Peerless One' [Bryan] also attempted a demonstration, but their numbers were few and nothing came of it." In 1912, Taft and Roosevelt clubs were organized, but the supply of

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Democrats seems to have been too limited to produce a Wilson club. The Roosevelt club, led by Smith Sanborn, '13, ran a rally at Thompson hall which was addressed by Colonel Winston Churchill, the author of *Coniston*, one of the most famous historical novels that has been written with a New Hampshire setting. The prominence of the speaker ensured both a large attendance and a moral victory for the Roosevelt faction.

The Glee club was the most successful of the musical organizations of the college. The *College Monthly* reported in 1911 that the club "began as a minstrel troop, then it became a semi-concert company, this being followed by a musical comedy organization. Last year this became defunct . . ." It was then reorganized "as a regular concert company." The musical comedies which were presented included songs written by the students and a great many jokes at the expense of both students and faculty. The profits from the productions of the club were used chiefly to encourage athletics. The football men received sweaters and football shoes purchased by the Glee club. The members of the baseball team were sometimes given sweaters but not baseball shoes or gloves which they claimed to need much more. The college band, which claimed to be a brother organization, asked for money to hire an instructor and to buy a bass drum. The Glee club compromised on this request and gave \$25 toward hiring an instructor for the band and the same amount to the baseball team. The Glee club and the orchestra gave joint concerts in Manchester and Concord during the spring of 1912 under the direction of their new coach, H. M. Dalglish of Dover. The trip was an "unqualified success."

In the spring of 1909, the Glee club voted to present a gold and a silver medal yearly to the college in memory of Carl Chase, '09, of Webster, an enthusiastic member of the New Hampshire football team and the Glee club, and of John Worthen Davis, '11, of Concord, who were drowned in Little Bay on December 7, 1908, when their canoe was overturned. According to the terms of this gift, the gold medal was to be awarded to the senior who had won an "N. H." and stood highest in his studies, and the silver medal was to be awarded to the senior who had won an "N. H." and stood second in his studies.

The college orchestra, numbering about ten members, and the military band, which was formed in 1906 under the sponsorship of the military department and consisted of about 24 mem-

## THE ADMINISTRATION OF PRESIDENT GIBBS

bers, were forced to struggle along with very little help in the way of proper instruction or leadership. They maintained their organization, however, and took part in many of the college entertainments. The orchestra provided music for informal dances and assemblies while the band played for the student battalion and at football games. The Mandolin club, which never had a large membership, lasted throughout President Gibbs' administration. They filled frequent engagements in towns near Durham. A typical concert of the musical clubs was the one given in June, 1905. It included six songs by the Glee club, three numbers by the Mandolin club, and a march and three waltzes by the orchestra. John Whoriskey of Boston, brother of Professor Whoriskey, sang a baritone solo which was "very well received." A few years later, the Glee club's annual commencement show was a musical comedy called *Pauline; or, the Belle of Saratoga*. At this event, a new song written by Florence V. Cole, '12, called *The Line-up* was sung. This song is now familiar to all New Hampshire students with the present title of *On To Victory*. Dramatic activity was confined chiefly to the musical organizations although other clubs occasionally sponsored a play. There was no dramatic club until 1912 when a temporary one was organized to produce *The Rivals*.

There were also numerous minor organizations such as the Philosophy club which was organized in 1905 and which survived only a short time; the Whist and Chess and Checker clubs; the Current Events club; and the Rifle club. The last was organized in 1910 and soon joined the National Rifle association. It entered into competition, largely by mail, with a number of other colleges.

The faculty took part in the wave of organization and formed the Faculty club in October, 1910, "for social and intellectual purposes." Professor Richard Whoriskey was the first president. The club met on Tuesday evenings in the College club rooms and since then, Tuesday evening has been "faculty night."

The largest and most active organization on the campus was the college Y. M. C. A. The trend during President Gibbs' administration was away from compulsory and formalized religious observances and toward the encouragement of voluntary activity. Chapel services were reduced first to three times a week, and then to once a week by the spring of 1910. These weekly meetings were held on Wednesdays and lasted 25 minutes. The programs

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

resembled those of modern convocations. The *New Hampshire* contrasted the compulsory chapel attendance with the values of the voluntary religious groups and said:

"Men go there [to chapel] because they have to; they slide into their seats at the last moment in many places, listen or not to what is being said, and then go out with less mental result than if they spent as much time in a recitation room, or out of doors."

Over half the students were said to be members of the Y. M. C. A. in October, 1911. This claim is probably excessive for the association's annual report for the same year listed only 86 members. Bible classes were popular. As many as 167 students signed up for these groups in a single year but only one-third to one-half completed the course of study. Instruction was given by both faculty members and students. The report of the Y. M. C. A. for the school year 1910-1911 listed 27 meetings during the year with an average attendance of 35 students. Morning watch services were held twice weekly in the association office at Thompson hall with four or five present at each meeting. An office was provided during the college year 1910-1911 for the first time for the religious work at the college, and that year, the association provided two convocation speakers and arranged for a lecturer to speak at all the fraternity houses on the moral problems of youth. Several men students helped conduct clubs for boys at four churches in Dover and other nearby towns, and two deputation teams conducted services in a number of churches in Derry, Rochester, Somersworth, Northwood, and other towns. Three students devoted their summer vacation to social work in rural districts under the direction of the Y. M. C. A. summer training school. Delegates attended several conferences, including the important one at Northfield, Massachusetts.

In addition to its purely religious work, the association carried on several special activities designed to help the students. The annual handbook was issued by the Y. M. C. A.; it contained information for the entering freshmen and helpful advice concerning the proper conduct of a college student. A series of lectures on *Your Life's Work* was organized with speakers from the faculty and from the outside. The annual freshman reception at the Durham Community church was sponsored by the Y. M. C. A. In 1910, the association announced that it was sponsoring

## THE ADMINISTRATION OF PRESIDENT GIBBS

a tutoring bureau, "and those of the football squad who need help are being cared for." This work was carried on with an annual budget of about \$300, of which the college provided \$100.

The *College Monthly* had improved both in size and in content during President Gibbs' administration, and the editors concluded finally that a monthly publication was no longer adequate. The new weekly was started in the college year 1911-1912. It did not provide much more space than the former *College Monthly* but as a newspaper, it eliminated the practice of printing stories and long articles of a more literary nature and so left more space for news. The new venture involved a considerable increase in cost but also opened up greater possibilities of income from advertising. The *College Monthly* usually ran into debt each year. The alumni issue of December, 1910, already referred to, enabled the *College Monthly* to pay off all its debts and even to turn over a small surplus to the *New Hampshire*. The new paper was a four-page sheet with four columns to the page. The front page carried most of the news while the second and third pages contained some editorials and a little news and much advertising. The last page was all advertising with the exception of a little box which usually contained a series of local items and one or two jokes.

The *College Monthly* had devoted its June issue to the graduating class for several years and printed pictures and brief biographies of the graduates along with the class will and similar material usually reserved for year books. The class of 1909 decided that it was time to start the custom of issuing a junior year book and gave a series of entertainments to raise money for the purpose. Their efforts were successful and the first *Granite* was published in the spring of 1908. The editor was H. P. Corson and the business manager was C. H. Swan. As compared with the books put out today, the first *Granite* was small and unimpressive, but it represented to the students of that year an achievement in which they took the greatest pride. The first issue was dedicated to President Gibbs. In the following years, Dean Pettee and Professor Scott and Professor Groves were selected for that honor.

The Athletic association found it difficult to maintain all the sports desired by the students. The college was still unable to pay for coaches and for other expenses, so the necessary money had to be raised from student dues and from admissions to the

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

games. Not even football was self-supporting. The most successful football season of all left the association with a deficit of \$600 although the total football expenses were only \$2,100. Of these expenses, only \$400 was the salary of the coach for his services during the entire season. The rest of the expenses were for equipment, guarantees to visiting teams, and similar items. Less than half the students belonged to the Athletic association. The seniors led with 84 percent and the proportion decreased with each class, to only 34 percent of the freshmen and 6 percent of the two-year men.

Several of the graduating classes gave small sums to the Athletic association, and occasional entertainments also helped to make up deficits. Subscription lists were circulated among the students, and fairly good sums were raised among the upper classmen but this method was less successful with the lower classes. The annual fees were increased from \$15 to \$20 and the extra \$5 was turned over to the Athletic association by the college. In spite of these measures, the difficulties of the association continued. The trustees rejected a proposal that the college and the association share the expense of a physical education director between them on the grounds that such a faculty member should be responsible to the college alone.

Coaches were hired for short periods for the four sports of football, baseball, basketball, and track. The coaches spent from one to four weeks coaching the players, after which the teams were on their own for the rest of the season. Rarely did one of these coaches return for a second year for many schools hired their coaches by the week, and it was not always possible for a man to arrange the same schedule for successive years. One year, New Hampshire had three coaches for the football team. One coach left for a better job without any notice, the second one was unsatisfactory and had to be discharged, and the third one remained only two weeks, for which service he received \$200.

At first, home games were played at Central Park, Dover, because it was hoped that gate receipts would be greater there. The *College Monthly* argued that the same returns could be secured if the games were played in Durham and if higher admissions were charged equal to the former price plus the train fare to Dover and back. The increase was not made but home games were played in Durham after improvements were made in the athletic field in 1906.

## THE ADMINISTRATION OF PRESIDENT GIBBS

New Hampshire followed the lead of other colleges in refusing to schedule games with Exeter and Andover after 1904. It was felt that these schools overemphasized the game to the extent that colleges which tried to maintain proper academic standards for their football players were unable to give proper competition. New Hampshire had had little luck against either school and had succeeded in beating Andover only twice and tying Exeter twice in ten years of competition. Against the smaller colleges, however, New Hampshire did much better.

The first victory over Bowdoin, "the most glorious victory ever won in Maine," according to contemporary accounts, was the occasion of a tremendous celebration in the usual style. There was a bonfire, a parade, the ringing of the college bell throughout the celebration, cheering, singing, and speechmaking. During the cheering, Professor Charles James appeared and was persuaded to lead the crowd in three English cheers, "two Hips, and three long Hurrahs!" The big game of the season was the annual meeting with Massachusetts State college at Manchester. A special train carried most of the students from Durham, and the *College Monthly*, on one occasion, exhorted the rest, "If you can't ride, Walk!" A loyal alumnus once sent two dollars from South America to pay a student's fare to Manchester to cheer in his place.

The baseball team was not as successful as the football team, and in fact, there was no baseball team for several years. It was necessary to choose between baseball and track since the Athletic association treasury could not stand the cost of both sports. Even though baseball was omitted for several years, regular intercollegiate track meets were not held until 1910. That spring, New Hampshire lost a meet to Rhode Island at Kingston. The *College Monthly* attributed the loss to the small size of the team sent from Durham. The year before this, the legislature had appropriated \$1,000 to improve the athletic field and build a quarter mile cinder track. In order to practice on a board track, the men had to go to Exeter where the academy allowed them to use its track. The team soon improved enough to beat Rhode Island and to acquit itself very creditably against other teams in its class. There were intramural track meets run almost every year. The Glee club gave gold, silver, and bronze medals as prizes for the cross country run, and local merchants gave samples of their merchandise for prizes in other events. Among the latter were such items as ten dozen bananas.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Basketball was played with moderate success from 1903 on. The first year was marked by a victory over Dartmouth with a score of 18 to 13. This accomplishment was not repeated for Dartmouth won the next year with a score of 38 to 5. Games were played with colleges, academies, and town teams for several years. The game dropped off sharply in popularity after a few years, and the basketball managers reported difficulty in arranging games with other colleges. In its place, Casque and Casket proposed that hockey be made a major sport. A dam was built under the direction of Dean Pettee on the Hoitt land behind the gymnasium. About two acres were flooded during the winter of 1911 and a series of games between the fraternities was played. Each fraternity gave a dollar toward a silver cup to be awarded to the winner. Gymnastic contests and track meets between the various companies were sponsored by the military department. Victory in these meets counted toward the honor of being the "color company," and medals were awarded individual winners.

In 1906, the system of two one-hour drills a week was introduced to the great satisfaction of everybody. An annual sham battle was introduced the same year. In 1909, the military science requirement was lowered from three years of theory and three years of drill to two years of theory and two of drill. When the gymnasium was completed, the drills were held there during the winter instead of in Thompson hall. President Gibbs had to make drill compulsory for three years instead of two, in 1910, to meet the war department's requirement that not less than 150 students take drill that year. Drill at seven o'clock in the morning was tried for a short time but proved so unpopular that the drill period was changed back to the noon hour. By 1912, there were four companies in the college battalion. Beginning in 1907, three medals were given in the prize drill competition instead of the one previously awarded. A prize sword was also given to the senior officer winning a prize drill and a medal to the senior standing highest in the department. Thomas J. Laton, now assistant professor of mechanical engineering, won the first sabre in 1903.

The second oldest prizes given at the college, the Smyth prizes for public speaking and reading, were given for the last time in 1904. Governor Smyth left \$2,000 to the college, the income of which was to be used for the purchase of books to be given annually to the most meritorious students. Rosecrans W.

## THE ADMINISTRATION OF PRESIDENT GIBBS

Pillsbury gave \$500 in 1903, the income of which was to be used to help worthy students from the town of Londonderry. Thomas J. Davis, the donor of Davis park, gave \$15, in 1910, to buy medals for cattle judging contests among the ten-week students in dairying. President Gibbs also gave prizes on several occasions for cattle judging by the agricultural students.

The board of trustees voted, in 1904, that

“... each subordinate and Pomona Grange in New Hampshire shall have the privilege of appointing one student annually to a free scholarship in any of the four-year or two-year courses in the college.”

These scholarships could be given to either men or women and covered only tuition. Later in the same year, five scholarships were made available for the use of the New Hampshire State Federation of Women's Clubs on the same basis as the Grange scholarships.

The *College Monthly* announced, in 1905, that there were “... about 300 scholarships available each year, each paying at least full tuition, and some forty of these paying tuition and other fees, and then handing over to the student from \$10 to \$20 in cash.”

There were then less than 200 students registered at the college and the total living expenses were estimated at between \$150 and \$200.

Until 1909, the scholastic requirement for retaining a scholarship was to continue in “good standing.” In that year, the faculty ruled that an average of 70 percent would be required to retain a scholarship. The condition forbidding the use of tobacco was reinterpreted in 1905 to mean “that no student receiving money for any scholarship shall use tobacco on the street or in public places.” Despite this rule, the purchase of senior pipes, designed especially for the class and which they carried during their last term, came to be a tradition for a time.

Other traditions, chiefly connected with the contests between the freshmen and sophomores, grew up. An attempt was made by President Gibbs to discourage the cane rush in his first year. He asked the sophomores not to call out the freshmen. They agreed, but the freshmen announced that they would be on the campus at ten o'clock and would be glad to have company, and the usual battle followed. After the fight, “several were too ex-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

hausted to move when their hands had been counted, and two fainted, but were soon all right." A four-foot cane was used, and as many as 30 men were credited with fastening 48 hands on it. By 1910, the classes were so large that new rules were adopted which limited the contest to 20 men from each class.

Opportunities for interclass rivalry were provided by the effort to have a full attendance of either class when their group picture was taken or at their annual class banquet. If one class could prevent ten percent of its opponents from getting to these affairs, it counted as a victory. Incredible ingenuity was shown in contriving ways to steal out of town unobserved.

One of the unfortunate incidents in the history of the college arose out of one of the class contests. This incident has since been known as the student strike and centered around the objections of the students to the punishment of William H. L. Brackett, the president of the class of 1914. He was an excellent baseball and football player and an active leader in class contests. In order to assist the members of his class to get away from the campus and attend their class banquet, he rang the bell of Thompson hall about 9:45 one morning. The students took this to be a fire alarm and started towards Madbury where the fire was thought to be. In the confusion, the members of the sophomore class were able to leave the campus and, subsequently, to hold their banquet in Boston.

At this banquet, the class voted to assume full responsibility for the action of their class president in ringing the bell. When Brackett was suspended by President Gibbs for ringing a false fire alarm and not reporting to the president's office when told to do so, the sophomore class voted to cease attending recitations until the matter of Brackett's suspension was adjusted to what they considered a fairer punishment. The freshman class, soon followed by the junior class, also voted to follow the action of the sophomores.

Some of the trustees came to Durham and after consultation with President Gibbs and the class representatives, Brackett's punishment was reduced to suspension for two weeks and probation for the rest of the college year. The students returned to classes and the student strike was over. While this incident aroused considerable interest at the time, it seems now to be chiefly significant as an illustration of the change which has taken place in the nature and extent of class loyalty.

## THE ADMINISTRATION OF PRESIDENT GIBBS

Freshman rules, during President Gibbs' administration, were more numerous although little more ingenious than in recent years. Freshmen were forbidden to carry a cane, to wear a "stiff hat," to go bare-headed on the street, to wear any but New Hampshire emblems, or to wear their uniforms outside of Durham. Later, they were also forbidden to enjoy the favorite stunt of residents of the Pettee block, which was rolling an ash can down the main stairway. There was one job for which the freshmen might not apply; this was the janitorship of Smith hall. The strangest rule of all forbade the freshmen to turn up their trouser cuffs. There was at least one terrific fight over this issue from which the badly out-numbered freshmen were rescued by the timely arrival of Dean Pettee swinging an umbrella to enforce the peace.

Freshman "skimmers," which were navy blue with a large white button, first appeared in 1910 and were made compulsory, even for two-year men, two years later. The Pettee block was the favorite spot for hazing but shared honors with various wooded spots on the outskirts of town. The "walk to Dover" made its first appearance around 1908 but was not regularly enforced. Several times, the students took official action and condemned hazing and declared their intention of preventing it, but their good resolutions were largely ineffective.

Some other customs which appeared during President Gibbs' administration included the rule of seniority in leaving chapel, the wearing of caps and gowns by the seniors during the last few days of classes, and the holding of a "most popular" poll of the senior class. In the first vote, held in 1912, Ernest R. Groves was the most popular professor, and Chester Holden, '12, and William Brackett, '14, were tied for the honor of the most popular student. The class will and the class history as well as the various student orations connected with commencement were also introduced although in varying forms.

\*       \*       \*

In January of 1912, President Gibbs was offered the position of field manager of a company of Boston business men who were going into the business of buying and operating large tracts of farm land in Ohio. As he had been contemplating a change from college work, he felt this would be a congenial employment. During his administration, according to President Gibbs' report in his letter of resignation, the number of students increased from

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

111 to 315, the faculty from 20 to 48, the Experiment station staff from 13 to 23, the courses offered from 120 to 276, the buildings from 6 to 15, the value of the plant from \$135,000 to \$500,000, and the library from 9,000 volumes to 30,000. The standards were generally raised, the debt cut in half, and the college, in every way, raised to a much more prosperous condition. A great deal of the credit for this must be ascribed to President Gibbs. His administrative talent and his enthusiasm for the college were invaluable assets and his accomplishments entitle him to a high place in the regard of New Hampshire men and women.

# *The Administration of President Fairchild*

## CHAPTER VII

The sixth president of New Hampshire college and the third since its coming to Durham was Edward Thomson Fairchild, who had previously been superintendent of public instruction for the state of Kansas and president of the National Education association in 1912. The appointment of President Fairchild was a change from the policy of choosing young men in their thirties, though in his policies he was no less progressive and friendly to innovations than his predecessors had been. Coming to Durham at the age of 58, he brought with him a long-continued interest in agricultural education, represented by his success in introducing the subject into almost all the secondary schools of Kansas. State aid had been secured in Kansas for all high schools maintaining courses in agriculture and domestic science, and a uniform course of study was adopted under his direction in all the public schools of the state. Special aid was given to the rural schools in achieving standards in the general courses comparable to those of the wealthier cities; vocational courses suited to the special needs of country-bred students were also introduced in the rural schools. President Fairchild had also served for eight years as trustee of the Kansas State Agricultural college.

His inaugural address indicated that this special interest in agricultural education would not interfere with his willingness to advance the other lines of study which a state college might be expected to offer. The address was devoted chiefly to a discussion of the benefits which the state colleges had brought to the science of agriculture and to the farmers through instruction and experimental work, and finally through extension work. In conclusion, he visualized these colleges as a public trust, "not an institution for a few of the youth of a few of the people," and quoted Ezra Cornell's famous comment, "I would found an institution where any person can find instruction in any study." It was President Fairchild's hope and belief that the state colleges were "closely approaching this ideal." During his brief administration, nearly as much was done to raise New Hampshire college to this stature as during any of the longer administrations.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Although President Fairchild assumed his office on December 1, 1912, his formal inauguration did not take place until May 21, 1913. It was the most impressive ceremony of its kind in the history of the college and reflected the greatly improved status of the state colleges in general, and of New Hampshire in particular. The presidents of Dartmouth college, Boston university, Ohio State university, Kansas State Agricultural college, and Kansas State Normal school and the president of the National Education association took part in the ceremonies. Representatives of numerous other institutions also attended. George H. Bingham, judge of the New Hampshire Supreme court, presided and Harvey L. Boutwell greeted the new president on behalf of the trustees and turned over to him the charter of the college. The honorary degree of doctor of laws was given to President Henry J. Waters of Kansas State Agricultural college, President Ernest F. Nichols of Dartmouth, Carroll G. Pearse of Milwaukee, Lucius Tuttle, former president of the Boston and Maine railroad, Governor Samuel D. Felker, Dean Pettee, and Professor Scott. The last two received enthusiastic ovations from the students for each man had served the college for 40 years.

Upon his arrival in Durham, President Fairchild found a school that was going through rapid changes. The student body had increased each year to an extent that taxed all the facilities of the college. The faculty were constantly overworked in spite of frequent additions to their number. New departments were badly needed, equipment could not be supplied fast enough to keep up with the demand, and every effort to maintain or improve standards placed a still heavier burden on both men and equipment. To meet this situation, President Fairchild had qualities which were invaluable. He possessed great energy, a fine organizing mind, a free-spoken, good-humored manner that won him immediate popularity with the students, strong convictions which he was ready to defend, and a sound business sense that gave him the necessary leadership and prestige in his work with the trustees and with the legislature. His ability and good will won him loyal support in all departments and a greater degree of harmony than either of his predecessors had been able to secure.

One of the first problems which President Fairchild had to solve was the need for new buildings. The request for an engineering building, lost two years before, was brought before the legislature of 1913. Albert DeMeritt again represented Durham

## THE ADMINISTRATION OF PRESIDENT FAIRCHILD

in the legislature, and again he led the effort to secure the new building. He was vigorously supported by President Fairchild. Governor Bass, whose unexpected veto had been such a blow before, urged the legislature to approve the appropriation for an engineering building, which was ". . . sorely needed, and should be one of the earliest calls on the state this year . . ." Eighty thousand dollars was finally assigned for this purpose in the spring of 1913, and the building was completed and ready for use in the fall of the next year.

Mr. DeMeritt did not live to see the completion of the building which his efforts had done so much to make possible. He went out of his house early one morning to hunt woodchucks. While climbing a fence, he was killed by the accidental discharge of his gun. His sudden death was keenly felt by both the college and the town. He was born in Durham, August 26, 1851. Besides caring for a farm of 300 acres, he held many public offices, including two terms as representative from Durham in the legislature, where he served on the standing committee on the Agricultural college and on the committee on appropriations. In appreciation of his work in the legislative session of 1911, the faculty and trustees of New Hampshire college each unanimously passed resolutions of commendation. Mr. DeMeritt was a member of the Constitutional convention in 1889 and again in 1912. He served on the state board of agriculture for nine years and was a trustee of the college from 1892 to 1895. He drafted the free text book bill which became a law in 1887 and which many other states have adopted. New Hampshire college conferred upon him the honorary degree of master of science in 1904. As a memorial to him, the new building was given his name at the dedication ceremonies which were held December 16, 1914.<sup>1</sup>

The new building housed all the engineering departments and the physics department. The chemistry department was given the full use of Conant hall, and a great amount of new equipment was installed in the laboratories formerly occupied by the other departments. One of the first effects of the European war

---

<sup>1</sup> This celebration was the first at which Clement Moran, the indefatigable photographer of the university, offered "photographs by Moran." He made a souvenir folder containing views of the building and some descriptive matter. It was bound in cardboard covers and tied with blue and white ribbons. Mr. Moran had come to the college as instructor in physics the same fall and entered immediately upon his 25 year photographic history of the college.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

felt in Durham was the long delay in receiving some new equipment from London. Two years later, a small fire-proof brick building was constructed behind Conant hall. This was used to store platinum, rare earths, and other valuable materials used in the research and experimentation of the chemistry department and particularly in the special research by Professor James.

Money was secured from the legislature in 1915 to build the badly-needed men's dormitory for which President Gibbs had asked. The dormitory was constructed at a cost of \$60,000 and was planned to accommodate 105 men. This number has since been increased. Construction was started in the spring of 1915, and it was hoped that the building might be ready for use that fall. When school opened, however, over 50 men had to live in the basement of DeMeritt hall for more than a month while the work was being completed. Fairchild hall was opened officially in the latter part of October, 1915, but even then only the eastern part was ready, and all of the work was not completed until after Thanksgiving. The following spring, the trustees provided \$100 for a recreation room in the basement of the new dormitory, and the students were each assessed 35 cents toward the cost of renting a piano for the room. Such luxury was in decided contrast to some of the quarters in which students had been forced to live previously. Rooms cost from \$65 to \$90 for the school year, and this scale of prices reflected the rising cost of living in Durham.

The proposal to name the new building for President Fairchild, though it may not have originated there, was first made publicly by the *New Hampshire* in an editorial comment which said simply, "What shall we name the new dormitory?—'Fairchild Hall.' " That this proposal was immediately accepted almost everywhere is the best possible indication of the impression which the president had made upon the college and upon the state in scarcely three years.

Ballard hall was leased for a short time by the college as a women's dormitory and was bought from the DeMeritt heirs in 1915. The present Bickford house was also used to accommodate the overflow from Smith hall until the former was made over into an infirmary and then into the Hostess house during the war.

Due to the differences in the comfort provided by the three women's dormitories, a certain proportion of girls from each class were required to live in each building, and rooms were assigned

## THE ADMINISTRATION OF PRESIDENT FAIRCHILD

by the drawing of lots. The arrangement was not entirely popular, but it did eliminate some of the difficulty in making equitable assignments. Moreover, so many other things had to come before the construction of a new dormitory for women, the available rooms had to be assigned in this manner.

As a further aid to the solution of the housing problem, the college trustees decided, in 1913, to lease land to fraternities and faculty members on which they might build. The Thompson land, plus later purchases, included practically all the land near enough to the college to be suitable for homes and fraternity houses. A row of fraternity houses constructed in a style that would harmonize with the college buildings was planned for the section of the campus around Bonfire hill. These were to be built on land leased from the college. Kappa Sigma was the first and only fraternity to take advantage of this opportunity and built its present house in 1916-17. The house was designed to harmonize with Fairchild hall. According to the *New Hampshire*, it presented an "imposing appearance," and its interior arrangements were distinguished by the fact that the study rooms had only two men in each and that there was, in the basement, a large comfortable lounging room with a fireplace. This building and Fairchild hall aided greatly in improving the living conditions of the men students.

In addition to the money for new buildings, the college was able to secure larger appropriations from the state legislature to meet its other financial needs. The legislature of 1915 set a new record by appropriating \$178,000 for the following biennium.

The first full and detailed financial report of the college was made in 1917. It was then reported that the state had increased its support from 8 percent to 37 percent of the total income. This included the cost of the three buildings mentioned above. Even if the money spent for new buildings be left out, the college enjoyed steadily increasing support from the state from then on. This increase was needed because in 1915 New Hampshire was spending only \$121 per student, as against \$469 spent by Massachusetts. Even if the greater size and wealth of our neighbor state be considered, the two figures indicate one handicap under which New Hampshire college suffered.

The following tables of the proportions of the total income from all sources in the years 1914-15 and 1939-40 are interesting

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

as an indication of the difference in the support of the institution then and now:

	1914-15	1939-40
Federal Funds	43.9	20.8
Endowment	16.3	3.
Sales and Miscellaneous Income	23.2	14.1
Student Payments	6.	22.8
State Aid for Maintenance	10.6	39.3
	<hr/>	<hr/>
	100.	100.

The annual expenditures of the college increased to more than \$160,000 a year, not including money spent on construction. The difference between such a sum and the income from the federal government and the endowments could only come from the state. Yet, despite the increased annual expenditure of the college, the net cost per student for instruction, which was \$302 in 1913, was reduced to \$220 four years later.

The need for a Commons was urged before the legislature both in 1915 and 1917. The second plea for a combination Commons and men's dormitory was successful in securing an appropriation of \$100,000. The plans for the new building were drawn by Professor Huddleston of the department of architecture and construction was begun in the late spring. Though the work was completed in the following administration, to President Fairchild is due the credit for securing this important addition to the plant.

The girls' council began a campaign for a women's gymnasium in 1915 and set aside the money in their treasury to be used for that purpose. The top floor of Thompson hall was remodeled for their use and with this, they had to be content.

In 1916, a new deep well was drilled behind the shops to increase the water supply, and in the same year, a new wooden tank, with a capacity of 6,000 gallons and supported by a 40-foot steel tower, was erected on the knoll behind Nesmith hall. The number of other improvements made during President Fairchild's administration is too great to list, but it covered many things from a garage for the president's house, a sign of the growing inevitability of the automobile, to a "carriage road" in the college woods.

The library received a gift of 2,000 books from Lucien Thompson shortly after his departure for Colorado. In-

## THE ADMINISTRATION OF PRESIDENT FAIRCHILD

cluded among these were many that had belonged to Miss Mary P. Thompson, his aunt. She was an enthusiastic student of the history of the Piscataqua region and had written a good deal of interesting material on the subject. Her best known publication is *Landmarks in Ancient Dover, New Hampshire*.

The reorganization of the college into three divisions, which was the major achievement of President Fairchild's administration, was completed in 1915 with the appointment of deans heading each division. Frederick W. Taylor was made dean of the agricultural division, Charles E. Hewitt of the engineering division, and Ernest R. Groves of the arts and science division, with Dean Pettee retaining his position as dean of the college. The term "course" was applied only to a full course of study covering many "subjects." The divisions with the "courses" included in each were:

### "Agricultural Division

- Animal Husbandry and Dairying
- Forestry
- Horticulture
- General Agriculture
- Two-Year Agriculture

### Arts and Science Division

- General Arts and Science
- Home Economics
- Mechanic Arts

### Engineering Division

- Chemistry
- Electrical Engineering
- Mechanical Engineering
- Two-Year Industrial Mechanical Engineering
- Two-Year Industrial Electrical Engineering"

Physical education for men and military science were not included in any of the divisions, but had an independent existence and were responsible only to the dean and the president of the college. The departments were not of great importance in the planning of "courses," but the heads of the departments constituted the "division committee" under the chairmanship of the dean. This was a step toward the division into the three colleges which later became the chief units of the university.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

New courses were introduced under the combined stimulus of more students and better equipment. Several additions were also made to the faculty. The new engineering building made possible the long-discussed two-year course in agricultural and industrial engineering, which had been projected by President Fairchild. In 1915, the first class, consisting of 36 men, registered for this new work to which Dean Hewitt gave the name of "industrial mechanics." Requirements for admission resembled those for the two-year agricultural course. Emphasis was placed on practical work in the college shops. A correspondence course in the use of measuring instruments was also started.

The agricultural division offered four one-week courses during the winter. Tuition was free to residents of the state and was only two dollars for non-residents. The subjects in 1915 were: 1. Corn and Potatoes, 2. Orcharding, 3. Poultry, 4. Farm Management and Forestry. More than 300 attended during this series. These winter short courses had undergone many changes over a period of decades, but they were repeatedly successful in achieving their objectives. The Extension service began within a short time to take over the work previously done by these courses.

The home economics department was established in 1913. Within a short time, two-thirds of the women in the college were enrolled in this department. Two rooms in the basement of Thompson hall were assigned for a laboratory and a lecture room. The effect of this new course on the enrollment of women in the college was marked. There was only one instructor in this department at first, but an assistant was added shortly. For the first six years, the three successive heads of the department also served as dean of women.

The education department, which started in 1915 under the direction of Charles L. Simmers, was still another change introduced by President Fairchild. Professor Groves had formerly offered courses in education as part of his work in psychology, but the new departure made possible the working out of a full teacher-training curriculum. This had a noticeable effect in drawing women students to the college. Five courses in education were offered in 1915-16 with a combined enrollment of more than 100 students.

A new department of economics was created, in 1913, by separating that subject from the department of history and political

## THE ADMINISTRATION OF PRESIDENT FAIRCHILD

science. Guy Smith, previously an associate professor, was promoted to professor and head of the new department. A number of new courses were introduced in this department, some of which included the work needed in preparation for accountancy.

The language department added more courses in German, French, and Spanish. Most of the changes were made in the liberal arts division. However, one new department was set up in the agricultural division with the appointment of Robert V. Mitchell as professor of poultry husbandry in 1916. The department of physical education for men was established in 1915 and that for women in 1916.

In addition to the heads of new departments already named, a number of other people were added to the faculty. Among these were: Alfred E. Richards, professor of English, 1912; Harold H. Scudder,<sup>2</sup> instructor in English, 1913; Oren V. Henderson, better known as "Dad," who became business secretary in 1914; Ford Prince, instructor in agronomy, 1914; E. G. Ritzman, research professor in animal husbandry in the Experiment station, 1914; Eric T. Huddleston, professor of architecture, 1914; Karl W. Woodward, professor of forestry, 1915; Conda J. Ham, instructor in economics and registrar, 1915; John M. Fuller, professor of dairy husbandry, 1916.

Professor Guy Smith of the economics department was placed in charge of a College Bureau of Recommendations in 1914. This bureau undertook, at first, only to help graduates secure teaching positions, but later, it cooperated with the heads of departments in securing agricultural and engineering employment for graduates.

The Extension service developed its present form during this pre-war period. In the early days, extension work had taken the form of occasional lectures by members of the college faculty or Experiment station staff before farmers' institutes, Granges, fairs, and other gatherings. Other activities included answering letters of inquiry; identifying plants, weeds, fruits, insects, or diseases; recommending remedies for disease control, or insecticides for holding in check insect depredations; contributing to the agricultural press; preparing and distributing publications, and such other activities as the duties of the staff would permit.

---

<sup>2</sup>Mr. Scudder was an assistant chemist for the Experiment station in 1903-04.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The first sum specifically for the Extension service was an appropriation of \$2,500 made by the state in 1911. This fund was not considered large enough to allow the use of any part of it for salaries, so the money was devoted to supplementing the work of the college and station staffs and for issuing publications. Members of the Experiment station staff undertook farm demonstrations concerned with the value of different crops as well as the value of various cover crops. Orchard demonstrations of the mulch system; pruning, spraying and thinning; tests of field corn; and tests of the value of lime for different lands were other activities of the Experiment station. The first Dairy Cow Test association was organized at South Lyndeboro in 1911. Eight agricultural reading courses were offered, and special Orchard, Dairy, and Poultry days were held in Durham. Press bulletins, circulars, and information bulletins were issued, and a mailing list of thousands of farmers was gradually accumulated.

As a result of this beginning, some features of which could be traced a long way back in the history of the college, the work in New Hampshire was drawn to the attention of the General Education board of New York City. This board had been carrying on a special type of farm demonstration work in the South in co-operation with the federal department of agriculture. Lengthy conferences between Director Kendall and Secretary Wallace Butterick of the board resulted in an appropriation of \$7,500 a year, starting in July, 1913, to be used for farm demonstrations and boys' and girls' club work in New Hampshire.

This appropriation, added to other sources of income, enabled the Extension service, for the first time, to employ full-time workers to give demonstrations. Special attention was given to dairying. A. W. Benner was placed in Grafton county in September, 1913, to help dairy farmers keep records of their herds and to assist them in weeding out unprofitable animals, raising better stock, feeding their herds more economically and efficiently, and raising more feed for their stock on their own land. Another demonstrator, C. W. Stone, was assigned to Rockingham county in September, 1913, to conduct soil fertility and crop rotation demonstrations. Methods of restoring the fertility of worn-out fields were shown on plots located at suitable places near the highways so that they could be easily inspected. Hillsboro was the leading orchard county of the state. Accordingly, a third demonstrator, B. B. Richardson, was located there, in 1914, to make

## THE ADMINISTRATION OF PRESIDENT FAIRCHILD

a survey of the orchards and to carry on demonstrations of approved orchard practices. He also conducted reading clubs in marketing and other problems during the winter months.

Work with the farm boys of the state was started in January, 1914, under the direction of Lawrence A. Carlisle. Members of the clubs were to grow commercial size plots of corn and potatoes, and keep careful records of all labor and expenses. Samples of the crops were to be exhibited in local and county competitions along with financial statements covering the season's work. County winners attended the Farmers' One Week course at Durham where the state winners were determined. The prize for the champion was a four-year scholarship at the college. It was first won by R. Towle Child of Pembroke, a member of the class of 1921, who raised 42.5 bushels of shelled corn on a half acre of land at a cost of 28 cents a bushel. During the first year, 240 boys joined the clubs and the next year, more than 600.

In 1914, the General Education board's appropriation was increased to \$10,000. This enabled the Extension service to employ Miss Mary L. Sanborn as director of girls' club work in the four southern counties. During the first year, 328 girls grew tomatoes and string beans of which some were marketed and the surplus, canned.

Further aid to the extension program came from the federal government with the passage of the Smith-Lever act on May 8, 1914. This bill provided funds for cooperative extension work in agriculture and home economics between the land grant colleges and the United States department of agriculture. The sum of \$10,000 was allotted to each state, plus a share in increased appropriations reaching a maximum sum at the end of seven years, in the proportion which the rural population of each state bore to the total rural population of the country, providing that the state should appropriate a sum equal to the additional appropriation. This would bring to New Hampshire a maximum income of \$24,572 annually at the end of the seven-year period. With the help of this income, it was possible to organize demonstration work on a county basis. Care was taken, however, not to place an agent until a county farmers' association had been organized and had requested that the work be carried on. These farmers' associations were made third partners in the scheme of cooperative organization with the Extension service and the United

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

States department of agriculture. Director Kendall's first report said of these organizations:

"It is the plan before putting a county agent into any county to have the farmers of the county well organized and behind the movement. It is the intention to keep the farmers' county organizations entirely free from politics or any other organization that would tend to divert their interest and weaken their effectiveness. . . . they should be representative, and include among their membership the best farmers of the county . . . As rapidly as it can be brought about, each community should have a local farmers' club . . . which will appoint . . . its representatives in the County Association . . . Such a plan will tend to utilize the county farmers' organization to the best advantage, and keep it interested in the work which the county agent is attempting to do. To be sure it is necessary that the work shall have a certain amount of supervision by the State Leader of County Agent Work, and the advice and help of departments in the college and the Experiment Station, but that can usually be easily adjusted through a properly conceived and workable organization of the Extension Service."

The first county agent, M. Gale Eastman,<sup>3</sup> entered upon his work in Sullivan county, August 16, 1913. His headquarters were at Newport. Associations were formed and county agents were appointed shortly in Cheshire, Belknap, Coos, and Merrimack counties. J. B. Abbott was the first state leader of county agent work.

The extension work in home economics was begun in 1915 under the direction of Miss Sarah L. Bates, who organized 14 clubs which had a total membership of 398 during her first year; she delivered lectures and demonstrations before these clubs each month before taking up special subjects with them. The first county home demonstration agent was Miss Kathryn E. Woods, who took up her work in Sullivan county in 1916.

---

<sup>3</sup> Mr. Eastman graduated from New Hampshire college in 1913. He has served both the state and the college in various capacities and is now dean of the College of Agriculture and director of the Agricultural Experiment station.

## THE ADMINISTRATION OF PRESIDENT FAIRCHILD

Several agents continued to carry on special lines of work on a state-wide basis. These included the organization of Dairy Cow Test associations, orchard work, vegetable garden demonstrations, and the conduct of "movable schools." These schools were held for four days at a time and were under the direction of R. E. Batchelder. The pioneer work of these schools was useful in opening up communities to later organization for the different lines of extension work.

Part of the special significance of the extension work is to be seen in the distinctive methods which the agents found it necessary to employ. This has been explained by Henry B. Stevens in an article in the *Granite Monthly*:

"In two respects the technique of extension work differs fundamentally from that of the class-room . . . In the first place, it is more of a cooperative enterprise, in which distinctions between teacher and student vanish. The extension agents act rather as leaders than as teachers; they organize the rural people into groups, and encourage them to work together toward the solution of the problems with which they are confronted . . . There is no tuition . . . There are no examinations except those which Mother Nature conducts of each farmer. If the extension agent arouses the interest of his county in its problem, he is held to succeed; if the people are apathetic, he has failed . . .

"The second distinction of extension teaching is that it forsakes the word for the act. In the old days, lecturers went out to farm meetings and delivered speeches on farm practice . . . There was a world of difference between admitting that 'it was a good speech' and actually putting into practice the principles which the speech advocated. It was the same with bulletins. Some farmers will spend all their evenings and winters reading, yet not translate the printed word completely into their lives. With the extension demonstration it is different. You cannot look at an alfalfa plot on your neighbor's farm and suspect that it is all talk. You cannot count the eggs laid by a pen of cull hens selected as 'boarders' by the specialist and whisper that

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

'he is a pretty slick feller, but—' . . . You have to believe, and, if you are human, act on your belief."

By 1917, there were agricultural agents in every county, and a further increase in the annual appropriation of the General Education board to \$15,000 provided each county with a boys' and girls' club leader. The home demonstration agents were also increased. The Farmers' associations became County Farm Bureaus and were coordinated into a state Farm Bureau federation. This has remained the basic pattern of extension work throughout its 25 years of activity.

Aid in the form of county appropriations for support of the work was secured largely through the efforts of the Farm Bureaus. These appropriations increased rapidly and became one of the chief sources of income for extension work. The assistance and cooperation of the state department of agriculture and other state departments, as well as of the Grange, the New Hampshire Horticultural society, the Granite State Dairymen's association, the Sheep Breeders' association, the Poultry Growers' association, the State Lumbermen's association, and the Federation of Women's Clubs, have been extremely helpful. From its headquarters on the top floor of Morrill hall, the Extension service reached out into the remotest parts of the state and brought the work of the college and university to every door.

\* \* \*

The short period of President Fairchild's administration included the greatest single increase in the student enrollment in the history of the school. During the school year 1912-1913, the enrollment was 354; in 1916-1917, it had increased to 666. The college, located in a small town which lacked the facilities to absorb so great an increase, had to exhaust every possible means to meet the new situation. As fast as new buildings were erected, they were filled. As fast as new courses were offered and new sections created in old courses, new students crowded the class-rooms and the laboratories. The work of a long line of devoted and far-sighted men, at last, found that great response among the young people of the state for which New Hampshire college had been preparing for half a century. New Hampshire's fiftieth year was the last year of President Fairchild's administration. It was a time of great change in every department of the college, a time when the University of New Hampshire which was to be,

## THE ADMINISTRATION OF PRESIDENT FAIRCHILD

was taking inevitable and insistent form. This was the work, not of propaganda or administrative decree, but of the wise planning of able educators who were meeting the needs of many people.

The proportion of women in the student body increased with each year and reached nearly 22 percent of the total by the fall of 1916. The liberal arts division, by then, included more four-year students than the other two divisions combined. The two-year agricultural course had 118 students in 1915-1916 but decreased rapidly in enrollment during the war years. The two-year engineering course had 39 students in 1915-1916, and 23 students in 1916-1917, the last year of its existence. The freshman class, in the fall of 1915, had an enrollment of 162 students which was 28 more students than the total enrollment during President Gibbs' first year. In the fall of 1916, the freshman class numbered 256. Every year during President Fairchild's administration, New Hampshire ranked among the first four or five colleges in the country in the percentage of increase of its student body.

Students preparing to teach were an important factor in this increase. A survey, taken in 1914, showed that New Hampshire was tenth among all colleges in the number of alumni teaching in the state. Forty-five Bates graduates were teachers in New Hampshire schools that year while only 16 graduates of New Hampshire college held such positions. Prospective teachers, both men and women, responded to the opportunities offered by the new education courses and the special curricula such as that offered by the home economics department. Forestry, chemistry, and the rapid expansion of the liberal arts division were chiefly responsible for most of the rest of the growth.

Typical of the optimism and enthusiasm was an editorial in the *Manchester Union* on the growth in size and prestige of the state colleges in New England.

"In the West, [said the *Manchester Union*] the State universities have been the whales for several years and it will not be many decades before New Hampshire, Rhode Island, Massachusetts, and (remote possibility of Connecticut) State colleges will battle on even terms with Dartmouth, Brown, Harvard and Yale for the supremacy of their respective com-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

monwealths, just as Penn. State does with the University of Pennsylvania now."

Although this editorial underestimated the competition of the older institutions, it represented a widespread sentiment.

Much remained to be done, however, to raise the standards to the level of today. Entrance requirements were changed and it became easier to enter the college. All students with high school diplomas were admitted without examination under a ruling which eliminated the necessity of certification by the principal of the high school. New Hampshire was the last state college in New England to do this. This change was due to the improvement of the secondary schools of the state. To retain a scholarship, it was still only necessary to maintain an average of 60, although the passing grade in the liberal arts division was raised to 70. A student who was deficient in 15 or more hours was dropped. Since a normal semester's work did not ordinarily exceed 18 hours, this requirement was not too rigorous. Even then, it was possible to be reinstated in a lower class or to arrange a change of courses. In 1915, the practice of having students in the liberal arts division choose a major in one department and a related minor by the middle of their sophomore year was introduced. This had not been feasible until the growth of the division gave greater possibilities of choice. The number of credits required for graduation was frequently changed for each of the divisions and varied from 140 to 150 in the agricultural division, from 132 to 136 in the arts and science division, and from 144 to 152 in the engineering division. The difference in the number of credits was to be equalized by "some qualitative standard." The object of this change was to secure greater concentration and a more uniform program of study.

A curious rule related to the matter of absences. In the spring of 1913, a new arrangement went into effect whereby each student was allowed to be absent from a course as many times as the number of credits given for the course. All unexcused absences in excess of this had to be made up and might count against a student's grade. Two unexcused absences resulted in probation. The distinctive thing about this system was the fact that each total accumulation of 15 unused "allowed" absences was to be rewarded by one credit toward graduation. One student actually accumulated enough unused absences to earn four credits

## THE ADMINISTRATION OF PRESIDENT FAIRCHILD

toward graduation in the three semesters during which this system lasted. A student with a perfect attendance record for four years could receive the equivalent of half a semester's work as his reward. This interesting possibility impressed President Fairchild so that he had the reward abolished, and the responsibility for absences was placed on the student with the exception of the requirement of attendance at the last class before and the first class after a holiday, absence from either of which was punished by a fine of five dollars.

New Hampshire continued to be a "poor man's college." Nearly 60 percent of the students came from farms. A fourth of the student body were entirely self-supporting, and half of them earned a major part of their college expenses. Such summer jobs as that of life guard, forest fire watchman, railroad brakeman, book agent, bell boy, waiter, farm hand, mechanic, garage attendant, musician, street car conductor, and many others helped pay expenses. One girl made doughnuts for two restaurants and a hotel during her vacation because she had learned the art in her home economics course and earned enough to cover all her expenses for the following year.

The College Christian association organized an employment bureau in 1912 to help students secure work both during the school year in Durham and elsewhere during the summer. The service was free and was conducted by the volunteer work of students.

About half the men and two-thirds of the women belonged to fraternities. Part of the men and all of the women patronized boarding clubs or worked for their meals in private homes. George Brackett opened a lunch room in the basement of Pettee block which was patronized by the men. The initials H. C. L. became increasingly important in student life as the High Cost of Living, caused by the European war, became both a political and a personal issue. The catalogue for 1916 estimated the average expenses for a year at \$416, but a similar estimate could not be given the following year because the excessive fluctuation of food costs made a fair estimate for board out of the question. The boarding clubs raised the price of board fifty cents a week in the spring of 1917, in spite of loud protests, and one of these, the Union club, abandoned its weekly rate altogether, to serve lunches throughout the day in "restaurant style."

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Even with the new dormitories, rooms were still at a premium. The *New Hampshire* reported one fall that all the dormitories were crowded, and that, although 15 houses had been built during the previous summer, some of the faculty were still unable to find homes. The gymnasium, after only ten years, was so completely filled for convocation that any further growth of the student body would tax it beyond its capacity.

Although the fraternities grew in size, there was only one new one organized. This was Phi Mu Delta organized in 1918. As the construction of Fairchild hall made more rooms available for the freshmen, the *New Hampshire* and Casque and Casket joined in urging that rushing be put off until spring instead of coming only a few weeks after the arrival of the freshmen in Durham. Rushing was postponed until May and was more carefully supervised. The second oldest fraternity on the campus, Zeta Epsilon Zeta, was granted a charter as New Hampshire Beta chapter of Sigma Alpha Epsilon in December, 1916. The installation of 20 active and 8 alumni members was held the following March at Dartmouth. The Delta Kappa chapter of the National Federation of Commons Clubs was installed at New Hampshire on December 19, 1914, with 14 charter members. Four years later, this chapter, with two others, formed the Phi Mu Delta fraternity. Alpha Tau Alpha, the two-year fraternity, sponsored a Beta chapter at Rhode Island State college in 1915, and it was announced that a third chapter was to be founded at Connecticut. Most of the officers of the new Grand Chapter were from New Hampshire with Edwin H. Anderson, ex-1906 as president.

Three sororities, Alpha Alpha Alpha, Pi Alpha Phi, and Phi Delta, formed an intersorority council called Sphinx in June, 1914. During the following year, two of these sororities joined national organizations. Where two national sororities existed on a campus the regulations of the sororities required that a chapter of the national Pan Hellenic society be formed. This was accordingly done in the fall of 1915 with one senior, one junior, and one alumna from each sorority on the council. Phi Delta was the first local sorority to receive a national charter. It was installed as Tau chapter of Alpha Xi Delta in the fall of 1914. Alpha Alpha Alpha became Mu chapter of Chi Omega the next spring. The Pi Delta society was organized in December, 1917, with seven charter members, and later became a chapter of Phi Mu.

## THE ADMINISTRATION OF PRESIDENT FAIRCHILD

A group of alumni presented a cup in 1914 to be awarded each year to the fraternity with the highest scholastic average. Beta Phi won it the first two years. Alpha Xi Delta also offered a cup for which the sororities were to compete on the same basis for five years, at the end of which time, the most frequent winner was to retain it permanently. In 1916, Chi Omega first offered its prize of \$10 for the best sociology thesis written by a woman.

The Women's league was organized in June, 1913, "to promote better fellowship and closer feeling between the women undergraduates." Alumnae, wives of alumni, women members of the faculty, wives of the faculty members, and women students were eligible for membership. This organization is still functioning as the Folk club. Their first undertaking was to furnish a girls' rest room in Thompson hall especially for the use of commuters. Card parties and two plays, *Rebecca's Triumph* and *Mice and Men*, were sponsored in 1913 and 1914 to raise money. The latter play was directed by a professional coach from Boston, and its performance at the Dover Opera house was an outstanding success both financially and socially.

A Dramatic club was organized by "the principals of *Mice and Men*." A number of faculty members were included in this group, most of them ladies, and the initiative seems to have come from them rather than from the students. Other organizations had, for years, sponsored plays for various purposes. Alpha Alpha Alpha's presentation of *Pygmalion and Galatea* to raise money for more bleachers on the athletic field was an example of such effort. The leading parts in *Pygmalion and Galatea* were taken by "P. A. Foster and Miss (Marion) Gillespie, who gave a non-pareil portrayal of the vivified statue." The Dramatic club was the first organization wholly devoted to dramatics. Their first play, *The Private Secretary*, was given in January, 1916, with a cast of both students and faculty. Their next choice, *The Magistrate*, by Pinero, had to be given up, "owing to its failure to meet the approval of the authorities in all respects." In its place, a group of one-act plays was offered which, the *New Hampshire* said, were "acted with ease and conscientiousness." The club observed the three hundredth anniversary of the death of Shakespeare by giving a pageant which included scenes from his plays and morris dancing. Over 200 students took part in the pageant. The home economics classes, on this occasion, made nut-honey cakes from an Elizabethan recipe and served them to the audience.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The Dramatic club took over some of the activities previously within the sphere of the Glee clubs. The latter had presented musical comedies and minstrel shows as well as the usual concerts. During commencement week in 1914, *Pinafore* was performed in the gymnasium by the members of the Glee clubs. Two years later, an abbreviated version of *As You Like It* was produced on the lawn in front of Morrill hall by the Girls' Glee club. There was aesthetic dancing between the acts, and a liberal use of spotlights and Japanese lanterns produced an effect of fairy-land. Between the income from concerts on campus and the profits made on trips in the state, the Glee clubs managed to build up a good treasury out of which was paid the salary of a coach as well as other expenses.

Practically all the clubs organized on the campus in the years before the war had to be revived or reorganized anywhere from one to four times, so that very few of the current organizations can trace their history back in a continuous line. Lapses of one to ten years in an activity were common. Intense interest on the part of a few students, expert and successful faculty sponsorship, and changes in college fashions were some of the factors that made a club successful.

The Liberal Arts club, which was organized in 1915 to take the place of the defunct Arts and Science club, sponsored debating. This promoted a revival of the activity which had been a very popular phase of intramural competition in the decade of the nineties but which had declined in popularity after the turn of the century. A team, coached by Professor Alfred E. Richards and composed of C. C. Bond, R. J. Bugbee, R. J. McCartney, and V. W. Batchelder, debated at Rhode Island in May, 1916, on the question, "Resolved: That the Swiss military system should be adopted by the United States." Rhode Island won, but the New Hampshire team felt that the decision might have been due to the fact that two of the judges were ministers and so possibly opposed to compulsory military training. Intercollegiate debating was given up during the period of the war activities and did not reappear for some time after. Dr. Richards also sponsored inter-class debates and was placed in charge of the work with the state Interscholastic Debating league when the college accepted the leadership of that organization in 1914.

Other organizations started or reorganized during President Fairchild's administration were: the Economics club; the N. H.

## THE ADMINISTRATION OF PRESIDENT FAIRCHILD

club, organized by the letter men in all sports in 1917 to enforce training rules and aid athletics; Pi Gamma, an honorary society for students in zoology; Alpha Chi Sigma, an honorary chemistry fraternity organized in 1911; the New Hampshire Union, organized by non-fraternity men in 1914, "to create a more democratic spirit" on the campus; and the Outing Club, started in 1914.

Carl S. (Gus) Paulson was the leader in organizing an Outing club. He was a phenomenally successful skier. At the Dartmouth winter carnival, in 1915, which the *New Hampshire* said was, "As far as is known, . . . the first intercollegiate meet of its kind held anywhere," he won several events, including the cross country and jumping competitions and displayed spectacular "somersets in mid-air" and landed safely after jumps of over 40 feet. The chief purpose in organizing the Outing club was the encouragement of winter sports, although cross country running and swimming were also discussed. The organization was not completed until 1917, when Prescott Torrey became president of a charter membership of 12. The club was inactive during the war and had to be revived later.

The student council was expanded in 1915 to admit representatives of the two-year men, and it undertook to reform hazing. For years, an unofficial and mysterious group known as the Order of the Dogs had taken charge of this matter. At one time, a corresponding group among the women students, known as the Order of the Cats, had appeared but it failed to survive. The student council abolished the Order of the Dogs and placed the freshmen on their honor to obey the rules. Six weeks after the opening of school, a "minstrel show" starring the hapless freshmen was conducted in the gymnasium. Only such freshmen as seemed to deserve it were hazed. Juniors and seniors watched from the balcony, and the former were equipped with ropes and other means by which they rescued the freshmen from the floor and hustled them out by the fire escape. After one of the roughest of these affairs, the *New Hampshire* complained that it was hardly funny to damage college property by throwing water and vegetables around and breaking chairs. After the "minstrel show," the freshmen were sent home, and any caught on the streets were tied up and stowed away somewhere for the night. The following morning, the sophomores put up their posters with the freshman rules, and the freshmen tried to tear them down before seven o'clock.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

A rope pull across Beard's creek was substituted for the former cane rush and the class banquets were removed from the list of contests, but the freshman class picture, the poster fight, the intra-mural athletic contests, and impromptu disagreements still provided opportunities to settle class differences.

A constructive form of mass endeavor was the annual New Hampshire day which was first observed on November 21, 1916. The entire student body and faculty devoted the day to labor on improvements on the athletic field which is now Memorial field. One group built bleachers, while another dug ditches in which tile drains were laid across the field. A letter was sent out to the alumni asking for contributions with which to purchase materials, and a fund of more than \$450 was received. The surplus which remained from this fund was carried over to be used the following year for similar work.

The wood for the bleachers had been cut in advance so the group assigned to construct them, assembled the bleachers in the shop the night before, in order to be able to finish early and loaf and laugh at the others. Unfortunately for this plan, the paint was late in arriving and delayed them so much that they finished at just the same time as the others. The girls prepared a lunch which was served in the gymnasium and consisted of oyster stew, rolls, ham sandwiches, doughnuts, and coffee. A barrel of oysters and 100 pounds of ham were used.

In the evening, the entire college population celebrated with a minstrel show at the gymnasium. A Charlie Chaplin comedy was shown between the acts and later, there was informal dancing. The idea of the whole college, students and faculty alike, doing a day's work together and celebrating a cooperative accomplishment for the general good took the imagination of everyone. Even a newsreel camera man appeared and took motion pictures of the work and of the group at lunch. The annual New Hampshire day continued to be celebrated until 1924 when the last one was held.

Two motion picture theatres had been opened in Dover, and those students lucky enough to be able to get over there on Monday or Tuesday evenings during 1914 could enjoy the *Perils of Pauline* and a vaudeville show for only ten cents at the Lyric. The student council took over the old college club rooms and ran pool and billiard tournaments. Thomas Schoonmaker, known to the

## THE ADMINISTRATION OF PRESIDENT FAIRCHILD

students as "Tommy" Schoonmaker, moved his barber shop and poolroom to a building erected south of his house where he installed two bowling alleys. Samuel Runlett triumphed over George Brackett in the ice cream business by installing a "large and modern soda fountain."

Several experimenters installed wireless equipment in their rooms, on which they could get time signals, weather predictions, and news broadcasts from the Wellfleet radio station on Cape Cod before the stories even went to press in the cities. Transmitting sets chattered back and forth, and the *New Hampshire* announced with pride that it was sending assignments to reporters and collecting news through a network of sets in two fraternities, the Pettee block, and the rooms of several individual enthusiasts. The military department promptly sponsored a wireless squad which started making sets for use in the field.

The lecture and concert course was increased to six programs a year at a total cost of one dollar to students and a dollar and a half to others. Among the lecturers were Thomas Brooks Fletcher who lectured on *A Martyrdom of Fools* one year, and the following year on *Tragedies of the Unprepared*, John Kendrick Bangs who lectured on *Salubrities I have Met*, and former President William Howard Taft. The Ben Greet players presented *A Comedy of Errors*. Musical groups such as the Dunbar Male Quartet and Bellringers, White's Boston Octette, Parker's Boston Imperials, and Rogers and Grilley, harp soloist and monologuist, filled out a varied program.

The custom of having two houseparty week-ends was abandoned in 1916, in favor of a Junior Prom in May. A full weekend was planned. It started with the Dramatic club play, *The Importance of Being Earnest*, on Thursday night, followed by a track meet on Friday afternoon, and the Prom on Friday night. A ball game was played on Saturday afternoon and house dances were held that evening.

The girls' council sponsored the publication of a New Hampshire songbook in 1913. Alumni and students were solicited for advance subscriptions and for contributions. In the course of the year, enough money was raised to justify publication in time for the 1913 commencement. Dr. Richards assisted the young women both in the preparation of the book and with a loan against future sales. The book sold for one dollar and contained about

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

20 New Hampshire songs and 30 others, mostly old college favorites.

In the work of the College Christian association, social service grew more important. Students examined social and economic conditions in nearby towns and participated more than before in efforts to alleviate these conditions. The deputation teams continued to go out to neighboring churches, and campus work was still largely concerned with services of worship. The broadening of student interests became more apparent. An exchange of letters printed in the *New Hampshire* during the spring of 1916 went into the question of possible overemphasis of the "spiritual side of the Y triangle." County work with the Y. M. C. A., conceived as a kind of rural social service, was strongly emphasized. Speakers brought to the campus by the association discussed problems of social importance as well as religious and moral topics.

The organization of a branch of the Y. W. C. A. occurred on February 3, 1913, when Mrs. Fairchild, Mrs. Pettee, Miss Hodgkins, and Mrs. Sanders met with the women students to hear Miss Mary J. Corbett of New York speak about the association. Miss Helen Plumber was elected the first president of the campus group and Miss Hodgkins became the first adviser.

During President Fairchild's administration, the college began gradually taking over more of the responsibilities which had been previously assumed by the Athletic association. The total income of the association in 1912 had been only \$2,300, of which \$1,500 had come from student fees, \$600 from dues, and \$200 from the college. The income was divided as follows: hockey, \$100; basketball, \$150; baseball, \$600; track, \$550; football, \$900. The football season of 1912 ended with a deficit but the receipts of the basketball team just about equaled its expenses. As a result, it was possible to hire a coach for baseball during the following spring since the appropriation for basketball helped to reduce the deficit of the football season. A blanket tax plan, similar to that which is now in effect, was proposed by the *New Hampshire* in 1914 and again two years later but was not adopted. The student council undertook to sell \$1,500 worth of Athletic association tickets in 1915 but failed to achieve the desired result. The interest in and support of track and hockey increased. A board track was built behind the gymnasium, and a dam was constructed to back up water enough in the nearby brook to form

## THE ADMINISTRATION OF PRESIDENT FAIRCHILD

a hockey rink. Tennis grew in importance as an intramural sport, and a varsity tennis team played Connecticut State college in 1915.

During President Fairchild's administration, the football teams were not very successful. In one entire season, not a single point was scored by the New Hampshire team. Other seasons were, at best, even breaks for New Hampshire although there was at least the consolation that the defeats were at the hands of colleges rather than of preparatory and high schools. The situation was not as bad as the *New Hampshire* editorials might lead one to believe. We were meeting not only teams like those of the Maine colleges, which are now considered in our class, but also teams from Boston college, Dartmouth, and other schools which would today be considered as outranking us. Not until 1915, did New Hampshire finally secure a full-time athletic director in the person of William H. Cowell, affectionately remembered by 25 classes of New Hampshire men as "Butch" Cowell. Under his direction, the athletic prestige of New Hampshire began to rise. Although the war interrupted this, the improvement continued and reached its peak in the splendid football teams of the early twenties.

An instructor in physical education for women was added to the faculty in 1916. Teams representing the various women's classes played basketball that year on the top floor of Thompson hall. All male spectators were excluded, except the faculty members. This seems to have been the first athletics for women at New Hampshire. The next fall, a girls' hiking club was organized.

The student body took a considerable interest in the presidential campaign of 1916. During the campaign, rallies for both candidates were addressed by important political leaders, including the governor of New Hampshire and the candidates for senator and congressman. A straw vote gave Hughes 222 votes and Wilson 205. The women were allowed to vote and gave Wilson a slight margin over Hughes, perhaps because the suffragists had more hope of favorable action from Wilson. On election night, returns were flashed on a screen in the gymnasium as fast as they were received from *Foster's Daily Democrat* in Dover. After the national election, a group of women students, with the assistance of some faculty members, formed a chapter of the Na-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

tional College Equal Suffrage league and announced their intention of holding public meetings to discuss women's rights.

This growth of interest in events outside of the college was slow. References to the war in the student publications of 1914 and 1915 are not numerous. Professor James asked the students to be especially careful of laboratory glassware because the supply of the best varieties, made in Germany and Austria, had been cut off. A few months later, he received word from England that an order for a rather large quantity of mercury, which he had sent for in order to forestall a sharp rise in price, could not be filled for fear that it might be used to manufacture explosives. President Wilson proclaimed October 4, 1914, as Peace Sunday and the Protestant churches of Newmarket invited Dean Groves to speak to them that day on the subject of *The Possibility of Peace*.

During the next year, speakers visiting the campus spoke on the *Necessity of Military Preparedness*, not for war, but to insure peace. One of the speakers was Major Frank Knox who was later the publisher of the *Manchester Union*. He maintained that only a much larger navy as well as military training, especially in the schools, could protect America from the necessity of entering the war.

The students, in response to a suggestion by Professor Fisher of the physics department, took up a collection for Belgian relief and sent it with a letter of sympathy signed by all the students and the faculty to the king and queen of Belgium. About \$130 was collected. The letter was sent in a hand-made blue leather cover as a Christmas greeting. A letter of thanks was received from the king's secretary and it was decided to frame the letter and keep it in the library "as a souvenir of the great war."

The ladies of Durham organized a branch of the Surgical Dressings committee, which sent medical supplies to the Allies. Mrs. Pettee asked each student to contribute ten cents to help this work along. The Red Cross became extremely active in Durham and raised money and collected clothes and other supplies for the people of Europe.

By 1917, the inevitability of American intervention had become so generally accepted that students and faculty alike were prepared to change their mode of life to meet the new situation created by the declaration of war. The entire college battalion, augmented by almost all of the seniors and the faculty, marched

## THE ADMINISTRATION OF PRESIDENT FAIRCHILD

in a preparedness parade in Portsmouth a week before the declaration of war. During the same week, the administration committee met and voted, in the event of a declaration of war, to give seniors in good standing, who enlisted before commencement, their degrees without examination. During the same week, an alumni issue of the *New Hampshire* was published. It contained a series of articles dealing with the departments of the college and proposed and debated a dozen improvements in their work. Among these proposals were a summer school, graduate courses, more and better athletics, and a more active and spiritually lively religious effort. All these proposals and many others were possibilities of the near future, attainable by a college growing both in size and in social value. The next week America went to war, the plans to improve the college were put aside, and the efforts of students and faculty were turned to a different task.

President Fairchild did not take part in that work. He suffered from ill health and offered to resign, but the trustees requested that he continue in office as long as he was able to do so. He, therefore, insisted on trying to keep up with his duties in spite of an illness which he knew was certain to be fatal. In December, 1916, Dean Taylor was appointed assistant to the president, giving up the teaching of classes in order to relieve President Fairchild of some of his duties. It was too late, however, for even this assistance to mean much for a month later, January 23, 1917, the president died. He was widely and sincerely mourned for he had been no less successful as a man in winning the regard of students and faculty, than he had been as an executive in increasing the prosperity and influence and prestige of the college.

Although President Fairchild's administration covered only a little more than four years, New Hampshire college was a vastly changed place at the end of that time. The student body had doubled, and this increase had been so rapid that efforts to keep the growth of the faculty even with the demand on them had been in vain. DeMeritt and Fairchild halls had been built, Ballard hall had been purchased, and Bickford hall, leased. The education and home economics departments and the two-year engineering course had been added, and many other changes in the offerings of the college had been made. The college was rapidly growing toward the university, in fact so rapidly, that many could

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

see the campaign just ahead for the recognition and acceptance of a greater field of service. The war was, in some respects, an interlude in the process, yet not wholly so, for the growth of the college was an organic part of the life of the state and that had to go on as it had been going, no matter what interferences might appear from the outside.

## *The War Years*

### CHAPTER VIII

When congress, on April 6, 1917, declared a state of war existing between the United States and Germany, New Hampshire college found itself peculiarly ready to serve in two lines, military science and scientific agriculture. Military science and drill had always been required subjects for male students, under the direction of regular army officers detailed to the college by the war department, and agriculture had been taught by the college since its foundation in 1866.

Although the immediate problem was to intensify the work in these lines, it soon became evident that the restlessness of the students was making it impossible for them to take more than casual interest in their studies. They were constantly urged to be patient until the war department had announced its policy with regard to students in land grant colleges. For a while, this advice had a quieting effect, but soon groups of students could be seen walking to the railroad station. They had the enthusiastic spirit of young America. They were determined to enlist. As the year went on, the members of the faculty felt they had to issue more warnings than usual. Absences from class were more and more frequent and classes were disorganized and maintained little interest and did little work. With such great events, both pending and current, the humdrum routine of class work held little attraction for students whose eyes were fixed on a titanic struggle across the water.

The faculty had less difficulty in maintaining the interest of the students in agriculture because of the early realization that food would be an important factor in winning the war. The boys saw definite work immediately ahead of them and could hold their restlessness in restraint. About the first of May, agricultural seniors and a few underclassmen who seemed particularly capable were allowed to take their final examinations in order that they might accept positions as community or factory garden supervisors. Dean Taylor was unable to fill all the requests that came to his office for agricultural students to work in various phases of the campaign to increase the food supply.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

New Hampshire college was not long in getting onto a war basis. Athletic schedules were abandoned. Leaves of absences were granted to members of the faculty who were called on to do special war work. Class schedules were rearranged and commencement exercises were advanced two weeks. Those members of the faculty who remained in Durham soon realized that a heavy burden had been placed upon them as well as upon the men in the army, but they bore it cheerfully and were ready for service of any kind.

Both because of the labor scarcity and the necessity of supplying war industries and Europe, there was a shortage of coal for domestic use in this country throughout the war. In order to meet this, the strictest economy had to be practiced. To save both coal and electricity, the library was closed every night at six o'clock, except on Wednesday and Saturday. The gymnasium was closed altogether. Students were even requested to keep the radiators in their rooms in the dormitories turned off during their absence. At one time, the coal supply was so low that the college would have had to close altogether if a special carload of coal had not arrived just in time. Eight carloads of coal were supposed to be on the way, but they could not be found. Wood was liberally used as a substitute for coal. Members of the faculty turned out during the Christmas vacation to chop wood in nearby woodlots for the use of the college. They were divided into three competing groups on the basis of the three divisions of the college. Dean Taylor announced that the agricultural division under his direction would cut more wood than the other two combined. Under the stimulus of this challenge, all three divisions worked valiantly during the vacation. President Hetzel announced a plan under which the students were divided into groups for wood-cutting according to the counties from which they came. Each group was assigned a quota which was invariably exceeded. A total of over 200 cords of wood was cut for the college by this cooperative effort.

As a further evidence of practicing what they preached, the faculty gave a demonstration of the benefits to be derived from cooperation by planting a large crop of potatoes in the spring of 1917. During the first year, 260 bushels of potatoes were grown on a one and one-half acre lot at a cost of about 80 cents a bushel. Enough potatoes were grown to supply the needs of the

## THE WAR YEARS

entire faculty during the winter. The following year was even more successful, for 324 bushels of potatoes were raised.

By no means the least important activity in the town was that of raising money for the government to use in the successful prosecution of the war. Both students and faculty freely contributed their money, and the faculty also did important service in the management of the Liberty Loan campaign. The local campaigns were managed by Professor M. O'K. McKay so ably that Durham went over the top every time. Professor McKay and Mrs. Annie Morgan, sister of Professor Whoriskey, were awarded medals and German helmets by the New England Liberty Loan committee as souvenirs of their successful work in obtaining subscriptions to the fifth Liberty loan.

Under the direction of the New Hampshire college branch of the National Red Cross, which was organized in May, 1917, with Professor C. Floyd Jackson as chairman, the women students made sweaters and other woolen garments for the men in service, and in 1918, they made clothing for the European refugee children. Dean C. E. Hewitt and Professor C. L. Simmers were in charge of the drives for the Red Cross and the Welfare societies.

The first formal action by New Hampshire college with regard to the World war was taken by Acting President Pettee when he called the administration committee together on April 7, 1917, and that body ordered a week of intensive military training. In accordance with the resolutions adopted by the committee, the whole program of study at the college was temporarily changed. Members of the cadet battalion drilled from seven to nine hours a day and attended special evening lectures. As a substitute for drill, the women students reported at four o'clock each day for a brisk hike. A guard of one cadet officer, three cadet sergeants, four cadet corporals, and thirteen cadet privates maintained an all night vigil at the gymnasium which served as the armory. The guard was changed every two hours, and those not on duty tried to snatch a little sleep in the college club rooms which were located on the second floor.

This early intensive training was under the direction of Captain Charles A. Hunt of the regular infantry, a New Hampshire alumnus who was stationed here in charge of the college military

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

courses.<sup>1</sup> At the annual inspection, on April 24, 1917, Colonel Edward Powers, U. S. A. inspection officer, highly complimented the college upon the work accomplished.

The women students were kept busy every day during the week learning something of the important services which the women of our country could render during the great war. Lectures were given each forenoon by members of the faculty and in the afternoon, emphasis was placed upon practical work in connection with the Red Cross. The subjects treated in the several lectures related, in the main, to relief work, food production and conservation, chemistry in modern warfare, thrift, and various economic aspects of the war. During these stirring days, many cities throughout the country held monster preparedness parades, ending as a rule, with patriotic addresses. The city of Portsmouth arranged for such a parade and extended to New Hampshire college an invitation that the cadet battalion take part. A special train was chartered to carry the command which, headed by the college band, marched in the parade and received loud cheers from the spectators. The activities of the week not only greatly impressed the students with the terrible seriousness of the hour, but through them reached the entire people of the state and convinced them that our entrance into the great war laid a solemn obligation upon every citizen.

When the public safety committee of the state appointed a committee of seven to make a report on food supply, conservation, and distribution, two of the appointees were members of the New Hampshire college faculty, Director J. C. Kendall, class of 1902, of the Agricultural Experiment station and Professor W. C. O'Kane, head of the department of economic entomology. On the recommendation of this group, a central committee on food production, conservation, and distribution was appointed. Professor O'Kane was vice-chairman of the latter committee and was in charge of the division of finance and publicity. Dean Taylor had charge of the division of farm production, and Professor C. C. Steck, head of the department of mathematics, was the office manager. Of the ten county organizers selected by Chairman Huntley N. Spaulding to be the media of contact between the central com-

---

<sup>1</sup> Captain Hunt afterward rendered eminent service on the Western Front as colonel of the 18th U. S. Infantry, First Division. He received the Distinguished Service Cross for his services there.

## THE WAR YEARS

mittee and the local food committees, three were members of the faculty of the college and six were graduates of the agricultural course of the college. The faculty members were W. Ross Wilson of the dairy department, H. P. Young of the department of agronomy, and C. J. Fawcett of the animal husbandry department. O. E. Huse, '12, A. H. Brown, '11, A. E. Smith, '16, V. H. Smith, '16, R. J. Bugbee, '16, W. J. Nelson, '16, and L. B. Robinson, '16, who later took the place of A. E. Smith, were the members of this group who were graduates of the college.

These organizers worked indefatigably to arouse public interest through mass meetings and frequent conferences. They did a tremendous amount of work and achieved remarkable success in stimulating and directing the work of the local committees and the various local supervisors. It was largely through their persistent enthusiasm that the men, women, and children of the state produced more food than they needed for their own use. These organizers were presented with automobiles purchased privately and were thus enabled to travel hundreds of miles every week and to reach even the remotest communities.

The county agricultural agents of the Extension staff, in addition to carrying on their regular work in their respective counties, also cooperated, under the direction of their leader, M. C. Wilson, with the county organizers by giving them office room and by frequently addressing mass meetings. Professor J. H. Gourley of the department of horticulture, Professor Ford S. Prince of the department of agronomy, Professor W. C. O'Kane of the department of entomology, and Professor Richard Whoriskey of the department of languages, also traveled through the state to address mass meetings held to stimulate production and conservation. As the labor problem became acute, Ralph F. Taber, farm management demonstrator on the staff of the Extension service, cooperatively employed with the United States department of agriculture, was assigned to work in the office of the central food committee on this problem. His special task was the placing of help on farms.

On May 21, 1917, Director J. C. Kendall of the college Extension service and Miss Helen Knowlton, the dean of women and professor of home economics, attended a meeting of the central food committee together with Commissioner Andrew L. Felker of the state department of agriculture, Superintendent H. C.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Morrison of the state department of public instruction, and Chairman John B. Jameson of the public safety committee to consider the selection of 30 women as canning demonstrators. The selection of the women was left to G. H. Whitcher, '81, of the state department of public instruction. During the week of June 18 to 23, these young women attended a conference at the college. The mornings were devoted to lectures and the afternoons were spent in the laboratories. The lectures and demonstrations were given by members of the Extension staff, the home economics department, and experts from outside the state. The women roomed and boarded in Smith hall. The instruction they received at the college was of great help to them in the demonstrations they gave later in all the towns of the state.

Among the many important tasks assigned to members of the faculty was the preparation of several press bulletins and leaflets to meet the war emergency. Some of these were ready for distribution on May 3, 1917. Altogether, sixteen bulletins were issued on various phases of food production. Several one-page leaflets on the best methods of canning fruits and vegetables and on thrift were written by members of the home economics department and the Extension staff. These were distributed by the central food committee. Again during the 1918 campaign, members of the college staff and Experiment station prepared 24 press bulletins and extension circulars. Nine leaflets were also published under the direction of Dean Knowlton and Miss Bertha E. Titsworth in connection with the food conservation demonstrations. Seventeen agents of the Extension service also conducted numerous demonstrations on canning and conservation of food. Further, students of the college were enabled to take special war courses in the production of food. These included work in fertilizers for staple crops, war gardening, and practical fruit growing. These courses were organized before the instruction work sponsored by the government had gotten under way.

When Mr. Huntley N. Spaulding was appointed federal food administrator for New Hampshire in August, 1917, he made Professor W. C. O'Kane a member of his staff and retained Professor C. C. Steck as office manager, until the latter returned to take up his college work, October 1. The following spring, Professor H. H. Scudder joined the staff taking charge of publicity and Professor C. C. Steck was made chief of the division of manu-

## THE WAR YEARS

factures. James W. Tucker, '09, was made executive secretary, serving until the office was closed July 15, 1919. In the early summer Professor Richard Whoriskey, one of the regular speakers of the central food committee, was put in charge of the division of cooperative agencies.

The committee on food production for 1918 had as its chairman, Huntley N. Spaulding, D.Sc., 1918, and two others of the committee of six were President R. D. Hetzel, the executive manager, and deputy superintendent of public instruction G. H. Whitcher, '81, who had charge of school gardens. Headquarters was established at the college, and to President Hetzel was delegated the task of directing the food production campaign. The first thing he did was to appoint the following committees:

"Administration—Executive Manager, President R. D. Hetzel; Assistant Managers, Professor W. C. O'Kane, Director John C. Kendall.

Publicity—Professor W. C. O'Kane and Professor H. H. Scudder.

Field Crops—Dean F. W. Taylor.

Machinery and Finance—Mr. B. E. Curry.

Farm Labor—Mr. F. C. Bradford.

Livestock—Director J. C. Kendall, Mr. E. G. Ritzman, Professor O. L. Eckman, Professor J. M. Fuller, Professor A. W. Richardson.

War Gardens—Professor J. H. Gourley.

School Gardens—Deputy Superintendent of Public Instruction G. H. Whitcher.

Women and Food Production—Miss Elizabeth C. Sawyer."

The county agricultural agents of the Extension service represented the state committee in their respective counties. These agents helped materially in organizing local committees, arranged for mass meetings, and through several surveys, kept in active touch with the progress of production in their counties. The effectiveness of the campaign is evident in the answers to the questionnaires sent out by the county agents early in the season. The replies received from 6,447 farms indicated an increased yield of 32.6 percent over 1917 in the combined acreage of potatoes, corn, oats, and wheat.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Mass meetings were held in every county to stir up enthusiasm and among the speakers were President Hetzel, Director Kendall, Professor O'Kane, and Major Guy Boyer of the Canadian army who had just returned from three years of active service on the Western Front, and who was especially invited to speak by President Hetzel. Following these county meetings, local gatherings were held in practically every community in the state and were addressed by county agents and other speakers. In order to keep the need of increased production before the people, articles and notices were sent to the newspapers, and posters, information sheets, and press bulletins were distributed throughout the state.

Other work of the committee on food production concerned itself with farm labor, war gardens, school gardens, posters and circular letters sent out under the direction of the staff. The tasks of this committee were so effectively performed and the cooperation of the farmers so thorough that they were main factors in giving New Hampshire an excellent showing in the United States crop report for December, 1918.

Not all the work of the land grant colleges was in food production, however. In the spring of 1918, they were assigned the task of training 300,000 men in dozens of important trades in which a shortage of skilled labor was being felt. Especially important was the training of enlisted men in a number of branches of vocational work for service in the army overseas. This shortage of skilled mechanics was to be met by a system of intensive short courses.

A committee on education and special training was organized by the war department, April 1, 1918. The United States was divided into nine districts, each in charge of a district educational director. New Hampshire college was one of the first of these institutions to undertake this work. On April 17, 1918, President Hetzel appointed a committee of seven men, with Dean C. E. Hewitt as chairman, to take charge of this vocational work in the college. It was immediately decided to close the college on May 1 in order to get ready for the first detachment of men who were due to arrive May 16, 1918.

Work was begun, May 6, on a new kitchen at the north end of the gymnasium. This work was all done by members of the faculty and special instructors. The building was erected, all cooking equipment delivered and installed, and the first mess was

## THE WAR YEARS

actually served at noon, Thursday, May 16. Everything had been so carefully worked out for the systematic feeding of the men that more than 300 of them were marched in, seated, and served in exactly 17 minutes. Other preparations were made with comparable speed and exactitude.

The first detachment, consisting of 341 men from the state of New Hampshire, arrived on the 9:23 a. m. train, May 16, 1918. Due to some misunderstanding, there were no regular army officers in Durham to receive them on their arrival, nor for the first three days of their life here. During this period, the men were kept busy under the direction of Dean Hewitt who, in a series of lectures, outlined the general plan of instruction and organized the men into several instructional divisions. The newcomers were to receive eight weeks intensive training as auto mechanics, carpenters, concrete construction men, electricians, gas engine men, machinists, blacksmiths, draftsmen, or cooks and bakers.

Dean Hewitt rapidly devised a plan for making certain that a man should be assigned to the group for which his previous training and instruction best fitted him. To do this, the men were taken into a classroom and each man was interviewed by an instructor. A selection blank was filled out by the instructor for each recruit, and from the information so secured, the assignments were made. Few changes had to be made after the first assignments. Before the blanks were filled out, Dean Hewitt always gave a lecture to each of the new detachments, explaining the object of the training, the general plan of the work, and the necessity of making a careful choice of courses so that each man might be able to give his best services to his country.

During the period from May 16, 1918, to December 21, 1918, in which the vocational work was carried on at the college, a total of 1,269 men were trained and equipped. The number of men trained during the period, listed by occupations, was as follows: auto truck, 308; concrete, 197; carpenters, 339; electricians, 206; blacksmiths, 50; machinists, 87; gas engine, 42; draftsmen, 7; cooks and bakers, 17; clerks, 16.

The first, second, third, and fifth detachments were from New Hampshire; the fourth detachment came from New York state. Twenty-three instructors, some of whom were members of the college faculty, were used in this work in addition to Dean

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Hewitt and the regular army officers in command of the men. Certain of the students were selected as foremen or group leaders.

In order to provide practice in some of the trades, men began construction on the college campus itself. The largest and best remembered contribution of these men to the equipment of the college was the barracks which were built behind the site of the Commons and are now used by the university as men's dormitories and named East and West halls. The carpenter division built and finished one of these barracks in just 39½ working hours.

Another piece of work which was done by the carpenter division was to build the wagon storage shed for the farm department in one working day of six hours. While the building was being erected, photographs were taken at one-hour intervals to show the speed of the work. A kitchen had to be built to accommodate the increased number of men being sent to Durham. The work had to be done on extremely short notice, but the carpenters and electricians were equal to the task and they had the building ready when the next detachment arrived. Other construction work by the carpenter division included a fire house, a store house, a poultry house, a piggery, a two-story and basement annex to Smith hall, and an addition to the original mess hall. They also repaired a large number of freight cars for the Boston and Maine railroad. This particular activity won special praise from General Grant when he visited New Hampshire college to inspect the work carried on here. He remarked at the time that there was a special need for the repairing of several thousand railroad cars in France which could be placed in service in a short time if a sufficient number of soldiers trained in this special work were available.

The concrete division laid 2,742 square yards of sidewalk, a large proportion of which is to this day being used in Durham. They also laid down 1,143 cubic yards of concrete for foundations or special jobs such as the ornamental circle around the flag pole in front of Thompson hall. This concrete work can be identified today by the bronze plates which are inserted in it which carry the inscription, "N H C Training Detachment N A 1918."

The electricians rewired Conant hall. They also wired Smith hall annex, the two barracks, the mess hall, and a large number of other jobs illustrating almost every type of wiring construc-

## THE WAR YEARS

tion. The work of these divisions is a sample of the accomplishments of the soldiers during their training period.

About the middle of June, 1918, orders were received from the committee on education and special training to establish lectures on morale at the various training detachments and directing New Hampshire college to take steps at once to provide a course of weekly lectures during the period of the detachment's stay in Durham. Professor Richard Whoriskey was at the time working with Mr. Huntley N. Spaulding, federal food administrator for New Hampshire as head of the division of cooperating agencies. President Hetzel, after a conference with Mr. Spaulding, requested that Professor Whoriskey devote half of his time each week to giving these lectures. They were begun about July first. A month later, Professor Whoriskey was directed to give all of his time to this work, at which he was extremely successful. In addition to the time spent in lecturing, a great deal of his time was spent with the men when they were off duty, especially in the barracks during the evenings. These private conferences were of great value in keeping up the morale. The lectures were arranged so that men from each instructional division could attend in a body. Dr. A. E. Richards, professor of English, led the group in mass singing of war songs at each lecture period.

So great was the demand for the services of the trainees, that not all of them were able to complete even the brief eight-week training period. Six weeks after the arrival of the first detachment, the war department asked that some of them be qualified for active duty and many left immediately for France. Ninety-three men of this first detachment were on the way to France in less than seven weeks after they had started their training. Even with their incomplete preparation, they were able to qualify for higher ratings than had been assigned to them by the instructors at the college.

Life in the New Hampshire college camp in 1918 offered many interesting experiences. When the men arrived in Durham, the commanding officer, Captain Dan T. Dixon, U. S. A., took charge of them at once. First, they were registered, then they reported to the doctor, First Lieutenant T. M. Toler of the medical corps, for a physical examination and inoculation. Their blankets, mattresses, and other equipment were issued to them at headquarters, and in the course of the day, long lines would be

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

seen coming from the barn where they stuffed their mattresses with straw. The soldiers were kept busy from 6:30 a. m., when they had setting up exercises and drill, to 6:00 p. m. All through the day, there was more drill, vocational work, and attendance at their courses. Usually the evenings were left free from work and entertainments were provided for the men. Twice a week, moving pictures were presented in the gymnasium. Dances and Sunday evening picnics were arranged by the women of Durham, and members of the Dover Girls' club came to Durham frequently to assist in making these dances a success. As a gesture of appreciation for the efforts of the faculty and townspeople in providing them with amusement, the men themselves put on a minstrel show on a stage built in front of Morrill hall. This show was a remarkable success for there were many professional entertainers in the first detachments. A second minstrel show was given later by the fourth and fifth detachments.

There was always a harmonica player, or a violinist, or a guitar player in a detachment. Whenever the whim struck one of the men, and this happened very frequently, he called for a tune. The musician never refused. The first note was a signal for a crowd to gather. Soon a buck and wing dancer would appear and perform amid the shouts of his mess mates. Then they would call on the "sweet yodeler from Berlin," "Skinny" Light, or the minstrel, Charlie Early of Nashua or Joe Tremblay of Manchester. Usually the whole crowd would soon be singing, led by Sergeant John Rollins, '17, or Sergeant Leo Dowd of Nashua.

When the New York contingent arrived during the summer of 1918, several stars were found among them. Jack White, a singer and comedian of New York City, was the most versatile of all. He was discovered the first day the New York group was in town. The leader of the singing had just taught the men "Good Morning, Mr. Zip-Zip-Zip" and found that they were soon singing it with great zest. Sergeant Haley of Manchester told the leader about White's ability, and he was invited to the platform where he led the 200 men for 20 minutes. Thompson hall had never before heard such singing. White played on the baseball and football teams of his company, took part in boxing and wrestling matches, and was the star leader in the singing in the evening assemblies in the gymnasium. A group known as the "White Pals Stock Company of New York City" was formed and provided a great deal of impromptu entertainment for the men.

## THE WAR YEARS

During the summer of 1918, there were three special celebrations in which the men took part. The first was held on July 4 under the auspices of the town of Durham. President Ralph D. Hetzel presided and Colonel John H. Bartlett, later governor of the state of New Hampshire, and Professor Richard Whoriskey were the speakers. The second celebration came on July 14 in honor of the French holiday, the anniversary of the fall of the Bastille. Professor Whoriskey presided and the Reverend Archibald Black of Concord was the speaker.

A patriotic field day which took place on August 22 was the most important celebration held, and it is estimated that there were close to 5,000 people in Durham for the occasion. The program lasted throughout the day and included an address by Governor Henry W. Keyes, the dedication of the flag pole<sup>2</sup> which stands before Thompson hall, a review of the training detachment, an exhibition guard mount, a baseball game between a team made up of sailors of the Portsmouth Navy yard and one composed of members of the New Hampshire training detachment, and a minstrel show given by the men.

In addition to these celebrations, a series of informal talks was instituted to break the monotony of camp life. Outstanding among these were one by Ralph D. Paine of Durham, well known author and war correspondent, and one by Professor Whoriskey. Mr. Paine's subject was *Running the Spanish Blockade to Carry a Prize Sword to General Gomez of the Cuban Army*. Professor Whoriskey spoke on *Personal Experiences in Germany at the Outbreak of the World War*.

Most of the soldiers were having a reasonable amount of diversion when the influenza epidemic struck the camp. Overnight, the whole atmosphere of the town was filled with gloom as one man after another reported to the doctor. Bickford house was soon filled with patients, then the Sigma Alpha Epsilon house, which is now the Theta Kappa Phi house, and the Kappa Sigma house had to be taken over as hospitals. Precautions were taken by the military and medical authorities to prevent the spread of the epidemic. All entertainments were discontinued. Guards were placed on all the buildings and along all the streets. Everybody in

---

<sup>2</sup> The lower part of the flag pole was cut in the college woods and was hewn down to its present size before being erected; the upper section is a part of the original flag pole erected in 1897.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

town had to have a pass to walk along the main street. During the epidemic, Captain Dixon, the commanding officer, Lieutenant Barnwell of the medical corps, and Private Miller won the lasting gratitude of the soldiers by their tireless work with the men in the hospital but in spite of such efforts, 11 of the men died in Durham.

A hostess house for the men was opened about a month before the demobilization of the soldiers and proved to be a great boon to the men in the last days of the war when the morale was lowest. The building later used as a fraternity house by S. A. E. and now known as Bickford hall was used for this purpose. Although the project had been suggested early in the year and was rejected because financing seemed impossible, the New Hampshire Federation of Women's Clubs, whose president at the time was Mrs. Alpha H. Harriman of Laconia, raised \$2,000 by September. The Y. W. C. A. agreed to pay the salary of the hostess. Furniture and equipment was bought or borrowed. Besides the hostess, a housekeeper was employed. The house was immensely popular from the beginning; some days more than 200 soldiers used it. They seemed to have a persistent craving for ham and eggs, doughnuts, pie, and coffee. This great demand for food could never have been satisfied if the soldiers themselves had not volunteered to help the housekeeper and hostess in preparing it and in washing the dishes. The house was particularly necessary for the housing of visiting wives and sweethearts since Durham at the time boasted no hotel or other sleeping accommodations for visitors. Through most of the period, Miss Annie L. Sawyer served as hostess to those who used the house.

The Y. M. C. A. built a hut here for the use of the students; it is now the Faculty club. It was built after a regulation pattern with an auditorium, stage, offices, storeroom, pool room, and a writing and reading room. At the hut, the Y. M. C. A. supplied the local papers for officers and men, free of charge. A canteen was organized during the influenza epidemic as a temporary measure because the quarantine regulations made it impossible for the men to go down town to the stores. The service was so successful that it was put on a permanent basis as a fully equipped store, the profits of which were used to provide entertainment for the men.

The Reverend Robert C. Falconer, Y. M. C. A. secretary, who had seen service in France, proved to be most energetic and

## THE WAR YEARS

efficient when assigned to the New Hampshire College camp. He and his successor, Robert Watson, organized boxing and other sports, especially impromptu affairs in the barracks, to provide entertainment for an hour in the evening.

When the college reopened in the fall of 1918, a section of the Student Army Training corps was organized with Dean Ernest R. Groves in charge of the instructional program. President Hetzel attended a meeting of college presidents at Plattsburg, New York, just before the opening of the academic year. At this meeting, a program of study was drawn up which emphasized English, French, and mathematics. Before this program could be adopted, however, definite instructions came from the war department and a new program was devised. Major Stanley G. Eaton was detailed to New Hampshire college and relieved Captain Dixon. Upon their induction into the S. A. T. C., students became a part of the military service of the United States and were under military discipline. They could be assigned to schools either for non-commissioned or commissioned officers, or could be sent immediately to a cantonment for work as privates. Their studies might be continued at the school in which they were originally enrolled or in any other school which offered technical training. Thirty-four men of the New Hampshire college S. A. T. C. contingent withdrew to enter officers' training camps. The expense of quarters, subsistence, and military training was paid by the war department in addition to a monthly pay of \$30 to each student which was the equivalent of a private's pay.

The college year was divided into three quarters in place of the former two semesters. A fourth quarter was to be conducted during the summer. Engineers working four quarters a year were to cover the usual four-year course in two years and receive their bachelor degrees. The students were to take 14 hours of class work and 28 hours of supervised study each week in addition to 11 hours of strictly military work. Among the subjects taught were military science, problems and issues of the war, military law and practice, English, French, German, chemistry, surveying and map making, sanitation and hygiene, meteorology, the geography of Europe, descriptive geometry and drawing, trigonometry, logarithms, United States history, and international law.

Under this plan, those students who were 20 years of age were to be permitted only three months of training; those who

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

were 19, six months; and those who were 18, nine months. In actual fact, the Armistice came so soon that the entire force was demobilized before the completion of the first term's work. In addition, about a month's work was lost by the entire body due to the influenza epidemic. The regular college faculty, the army officers, and special instructors brought in from outside had to work out many complicated problems of administration and teaching in order to carry out this new form of instruction.

The number of men inducted into the Student Army Training corps was 464, of which number 75 were in the naval unit. About 500 men were also enrolled in the fall of 1918 in the vocational unit which has been discussed before. Distinct from all these were the regular students of the college numbering 155 women, and 35 men ineligible for military service. There were no men at all registered in the senior class. When this total of 1,154 is compared with the enrollment of 543 students in the previous year, it can be seen that the resources of Durham were taxed to the utmost.

When word of the Armistice was officially verified early on the morning of November 11, 1918, President Hetzel and the commanding officer, Major Eaton, declared a holiday. A bonfire was immediately lighted and the men gathered around the flag pole in company formation and listened to an address by President Hetzel. Professor Whoriskey presided and Sergeant Jack White acted as song and cheer leader. The men voted to parade to Dover rather than to have a field day and at one o'clock the procession started. The Dover band met the company at Sawyer's and led the parade through the main streets to the City hall. A thanksgiving service was held in one of the churches after which the city provided the men with refreshments. After a brief rest, the company then marched back to Durham.

Instructions were received from the war department to continue the military and academic work without interruption in spite of the Armistice. The spirit of the men changed considerably. It was a bitter disappointment to many of them that they had not been able to get into the war, but now that it was over they were impatient to return home. Orders for demobilization finally came at the end of November. This was to take place over a period of three weeks for both the S. A. T. C. and the vocational units. In announcing the demobilization, President Het-

## THE WAR YEARS

zel urged the men to return to college and take up their work where they had left off. It was planned to resume the usual college schedule after the Christmas vacation.

With the time of demobilization approaching, the different companies increased the money in the company funds by entertainments and benefit dances. This money was used for farewell banquets. When the profits made at the canteen were divided, it was found that there was a sum of about \$300 belonging to the S. A. T. C. headquarters fund. This sum was donated to the college as a gift to be used to purchase a medal each year to be awarded to that student of New Hampshire college who, having taken military training during the preceding year, had proved himself, in the opinion of the board, to be the best soldier.

New Hampshire college will always have a souvenir of the military occupation of Durham, in such permanent improvements as the concrete walks, the flagpole, and buildings constructed by the soldiers. Future college generations should take a keen pride in the thought that this state college was rated among the best of the colleges in the country, not only in its hearty cooperation with the war department, but also in the results it achieved in training men.

Eighteen men who had been closely associated with New Hampshire college lost their lives in military service during the World war; seventeen of these were graduates or former students and one was associated with the staff of the athletic department when he was called into the service. The names of these New Hampshire men have since been engraved on the plaque which marks the entrance to Memorial field in memory of the sacrifice which they gave for their country. The list of these men and their record follows:

Forrest Eugene Adams, x'15, of Westbrook, Maine; assigned to Camp Devens for training, June, 1918; died there of influenza, September 24, 1918.

Frank Booma, x'20, of Portsmouth; member of Kappa Sigma and an excellent athlete; appointed to first training camp at Plattsburg; commissioned second lieutenant; killed by an airplane bomb in the trenches.

Armand Alfred Brien, '17, graduate of the two-year course in engineering, of Manchester; died of influenza in France, October 8, 1918.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Paul Edward Corriveau, '15, of Concord; an honor student, captain of the football team, winner of the Chase Davis memorial medal, and member of Sigma Alpha Epsilon, Sigma Xi, Alpha Zeta, Sigma Kappa Zeta; master of science, University of Missouri; member of the faculty of Rhode Island State college; commissioned in the Marines; promoted to first lieutenant; killed in action in France, October 6, 1918.

George Henry Elam, two-year x'16, of East Canterbury; enlisted early in the war and died of pneumonia in Washington, D. C.

John Humiston, two-year, x'16, of East Jaffrey; killed in action in France, June 15, 1918.

Cyril Thomas Hunt, x'19, of Cornish Flat; honor student, member of Lambda Chi Alpha and Alpha Chi Sigma; commissioned lieutenant in the aviation service; killed in an airplane accident at Carlstrom field, Arcadia, Florida.

Donald Whitney Libby, x'17, of Dover; member of Theta Chi; enlisted as a private in the First Maine heavy artillery, promoted to corporal, then sergeant, finally to second lieutenant; died at a base hospital in France of pneumonia.

Earle Roger Montgomery, '15, of Contoocook; honor student, member of Alpha Tau Omega, Casque and Casket; enlisted in the army soon after the declaration of war; promoted to corporal; killed by a premature explosion of dynamite at North Charleston, South Carolina.

George Downes Parnell, '17, of Manchester; member of Kappa Sigma; applied for first officers' training camp at Plattsburg, but was rejected; enlisted in New Hampshire National Guard and received appointment to the second camp at Plattsburg, there commissioned second lieutenant, promoted to first lieutenant; killed in action while leading his men in an attack, September 27, 1918.

John William Power, of Milford, Massachusetts; track coach at New Hampshire college during the season of 1914-1915; trainer at the college when the war broke out; enlisted and promoted to sergeant; killed in action, July 20, 1918.

William Henry Robinson, two-year, '13, of Elmwood; commissioned second lieutenant at Plattsburg, promoted to first lieutenant at Camp Upton, transferred to Camp Perry, Ohio,

## THE WAR YEARS

for special training where he received orders to proceed overseas; died of influenza in Ohio on October 5, 1918.

Ralph Wellington Shirley, x'19, of Fryeburg, Maine; member of Lambda Chi Alpha; enlisted in engineers, promoted to sergeant; killed in action, July 13, 1918.

Otis Edmund Soper, x'20, of Nashua; member of Lambda Chi Alpha; killed during a counter attack at Beaux, July 13, 1918.

Daniel Chase Stinson, two-year, x'05, of Goffstown; enlisted in the Marine corps as a private; took part in the great battle of Belleau Wood where he was killed, June 7, 1918.

Fred Weare Stone, x'21, of Andover; member of Lambda Chi Alpha; enlisted in Merchant Marine service; died of exposure off Sable island when the vessel on which he shipped had to be abandoned, January 13, 1919.

William Hervey Thomas, '17, of Candia; honor student, member of Lambda Chi Alpha; attended officers' training school at Plattsburg; commissioned lieutenant; killed August 9, 1918, leading his men in an attack at the North Vesle river, east of Bazoches.

Pitt Sawyer Willard, '16, of Dover; member of Theta Chi and Alpha Chi Sigma; won commission as second lieutenant at Plattsburg, assigned to chemical warfare service; died of influenza at Tuscumbia, Alabama, October 10, 1918.



# *The College Becomes the University*

## CHAPTER IX

The close of the World war left New Hampshire college with a vast problem of readjustment. This applied not only to the administration of the college but also to all the individuals connected with it. All the college services had been adjusted to meet war needs and now nearly all of these changes had to be done away with in order to resume and extend the functions for which the institution had been created.

Under the guidance of the new president, Ralph Dorn Hetzel, who had assumed office August 15, 1917, and thus was in charge during most of the war period, the entire organization and management of the institution was critically examined and many needed improvements were made. The editors of the 1921 *Granite* have described the problems which President Hetzel met on his arrival in Durham:

"The first year of his presidency, Mr. Hetzel was put to the crucial test of making an institution equipped for barely seven hundred students and financed on a war economy basis, take care of more than double that number for the Student Army Training Corps. There were barracks, mess hall, and additional shop buildings to be erected, something like one hundred and fifty thousand dollars worth of additional equipment needed, and an appalling amount of auxiliary expenditure absolutely necessary. It took vast courage and herculean effort to surmount the obstacles and shoulder the load. Yet President Hetzel did it, and brought the college through with flying colors."

The college can always be proud of the way in which this great task was completed, but a still greater job of reconstruction awaited the new president. In many ways, New Hampshire college after the war was a far different institution from what it had been. Joseph Conrad once wrote of the shadow line that separates youth from maturity, a line marked in the life of each individual by the meeting of a great crisis and the successful surmounting of it. Much the same thing was now happening in the

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

life of the college. It was, in most respects, the same institution that it had always been, yet much had changed and the consequences of those changes were far reaching. Ultimately, the interacting factors of permanency and growth, both in the lives of the students and in the functioning of the institution produced the University of New Hampshire as an inevitable outgrowth of a changed world.

Both students and faculty had to bring themselves back to peacetime ways of living. The excitement, the urge to self-sacrifice, all the special demands of the war had left a heritage of restlessness and dissatisfaction with humdrum ways of life. It seemed to President Hetzel that the readjustments should be made quickly and decisively. He was asked by the federal government to accept a position with the Army Overseas Educational commission, but rejected the honor because he felt that a bigger and more important undertaking awaited him in Durham. Dean Hewitt was granted a year's leave of absence to go to Washington and take charge of the organization of vocational training camps in different sections of the country, but as for the rest of the faculty, their duty lay in Durham.

There were many students on the campus who had served in either the army or the navy during the World war. A group of these organized the Overseas club which shortly received a charter from the Veterans of Foreign Wars as Parnell-Corrievau Post No. 385. With a group of members of the Overseas club participating in the ceremony, the students assembled in the natural amphitheatre below Bonfire hill, on Arbor day, Saturday, April 26, 1919, while 18 trees were planted as a memorial to the men of the college who had lost their lives in the service. The town of Durham voted a memorial tablet for its own gold star men, which now stands near the town hall, but students, faculty, and alumni all concurred in the feeling that the college should erect another memorial.

That memorial was to take the form of a new athletic field and the task of financing it was assumed by the Alumni association. The association was in a more prosperous condition than it had ever been before, though it still had a membership of less than half the graduates. In the fall of 1919, great interest had been shown in the election of alumni trustees and a very heavy vote cast. Nevertheless, the construction of a new athletic field

## THE COLLEGE BECOMES THE UNIVERSITY

in only one year seemed an incredible undertaking. The response of the alumni was amazing, even to the sponsors of the plan. All graduates of the college were circularized. In numerous towns all over the country wherever graduates could be brought together in sufficient numbers, new alumni clubs were formed and committees took charge of the drive.

The Boston club sent in word that it would raise \$4,000 and kept its promise. Quotas were assigned to all the other clubs and to the separate classes. Class after class was reported to have achieved its quota. The class of 1920 declared its intention of doubling the amount assigned. By January, 1921, about \$16,000 of the amount needed had been pledged. The directors of the drive became worried as the last few weeks of the campaign passed without pledges arriving in sufficient amounts to meet the final quota. A last appeal brought a sharp increase with the result that on the last day of the campaign, the committee was able to announce that \$25,250.20 had been pledged. This large scale collective effort of the alumni to help the college was an outstanding success. The bell in Thompson hall tolled, and the students lighted a bonfire and cheered and sang to celebrate the victory.

Construction began immediately with the \$15,000 in cash which had already been collected. The original plans were completed well within the proposed budget of \$26,000, but it soon became clear that additional construction would be necessary, and in order to do the job properly, about \$5,000 more would be needed. The class of 1921 promptly pledged \$2,000 and a "Stick-To-It-ers Club" of alumni who had already contributed and were ready to contribute again in order to see the job finished, made up the balance. Sixty-eight percent of the four-year alumni and 42 percent of the two-year alumni contributed to the fund. The final total reported by the association was \$27,238.72 according to the *Alumnus* for June, 1922, and March, 1925. Although the committee in charge had succeeded in securing money from 940 alumni, the campaign expenses were kept extremely low in order to obtain the maximum possible benefit for the college from the gifts of her graduates.

A bronze tablet bearing the names of the 18 New Hampshire men who died during the war was placed near the entrance of Memorial field. The field itself was presented to the college by the officers of the Alumni association at commencement on

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

June 10, 1922. A year later, the association participated in the unveiling of the memorial tablet on Alumni day. Today, Memorial field still remains a tribute not only to the men who died during the last war, but also to the 1,100 New Hampshire alumni who entered the service of their country during that struggle. In a different but scarcely less honorable way, it also commemorates the hundreds of loyal alumni all over the country who cooperated in making this splendid gift to the college, for the field was not only a memorial of past achievements, but a guarantee of support and encouragement for the future.

\* \* \*

The enrollment of students increased rapidly under President Hetzel's leadership. With the demobilization of the S. A. T. C. in December, 1918, the college closed until the beginning of the next month. About 500 students were enrolled in the second and third terms of that academic year. The next fall, 746 students were enrolled including 557 men and 189 women. Three years later, the total enrollment reached 1,000 for the first time in the history of the college. Of these, 140 were in the agricultural division, 289 were engineers, and 550 were in the division of arts and sciences. Forty-five were members of the two-year agricultural course, 15 were graduate students, 41 were special students, of whom 11 were special forestry students. As can be seen from these figures, the phrase, agricultural and mechanical, in the name of the college, actually described the courses taken by less than half of the total student body. Men out-numbered women students in a ratio of nearly three to one. The following year, the agricultural division actually lost in the size of its enrollment, while the division of arts and sciences gained a number almost equal to the total increase in enrollment, giving them a total of 687 out of 1,121 students in the college. This fact provided an argument which President Fairchild had been unable to make in favor of changing the college into a university.

With the growth of the student body, the number of fraternities multiplied rapidly. In 1921, a new local fraternity, Gamma Gamma Gamma, was organized; this was followed in a short time by another local, Delta Pi Epsilon. In the same year, Sigma Beta accepted a charter from a new national fraternity, Theta Upsilon Omega. Later, it returned its charter and became a local fraternity again. A Jewish fraternity, organized under

## THE COLLEGE BECOMES THE UNIVERSITY

the name of Tau Gamma Phi in 1922, received its charter as Omicron chapter of Phi Alpha two years later.

A group of Catholic boys organized Nu Sigma Mu in 1924 and were chartered as Upsilon chapter of Theta Kappa Phi the same year. Also in 1924, a local group called Beta Sigma Alpha was installed as Omega chapter of Alpha Gamma Rho, a national fraternity of agricultural students. Only one new sorority appeared, Delta Kappa, a local organized in 1919.

A new sophomore honorary society, Sphinx, was founded in 1921. It announced its function to be the providing of accommodations for all visiting athletic teams, organizations, alumni, and other visitors to the different college functions and ushering at all athletic contests. Later, it added to its duties the direction of and assignment of work around the campus, to be done by members of the freshman class. Such jobs as shoveling snow, collecting material for bonfires, and ringing the Thompson hall bell were among those under the direction of the society. In the same year, Blue Key was organized as a senior honorary society with eight charter members. Stunt night, now sponsored by Blue Key, was started under the direction of the N. H. club. It was successful from the beginning and drew entries from practically all the fraternities and sororities on campus, as well as from a few dormitories.

Phi Kappa Phi, honorary scholastic fraternity, was established at New Hampshire in 1922. According to the New Hampshire, "Unlike Phi Beta Kappa, it takes in those of high scholastic standing in both general arts, agriculture and engineering courses." The highest fifteen percent of each class was to be eligible for membership at the end of the junior year. The first group, consisting of 23 faculty members and 15 students, was installed by Dr. Edwin E. Sparks, former president of Pennsylvania State college. The first president of the new chapter was Dr. Henry R. Kraybill, professor of agricultural and biological chemistry. In honor of the new society, a special convocation was held at which Dr. Sparks spoke on American scholarship.

The number of new organizations based upon special interests increased rapidly. The Girls' Dramatic club, organized immediately after the war, decided after a year to admit men to membership. In 1922, dramatic activities on the campus were concentrated in the hands of Mask and Dagger, admission to which was on an honorary basis. A debating club was organized

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

by Professor Frederick A. Pottle in 1921, and two years later, an honorary debating fraternity, known as Phi Delta, was organized. In 1925, this latter group received a charter from Tau Kappa Alpha, the national honorary forensic society. Clubs having as their chief purpose the practice of conversation in their respective languages were organized for students of French, in 1919, and of Spanish, in 1924.

The Big Sister group, initiated before the war, was revived under the direction of Dean Elizabeth P. DeMeritt, in 1921, with the purpose of assigning older girls to advise and assist freshman girls during their first few weeks at the college. Even the girls' Athletic association was turned into an honorary society, admission being granted on the basis of points gained by participation in the different women's sports. The Wireless club was revived and in a short time acquired nearly 100 members. The tower of Nesmith hall was, for a time, used by the members as a laboratory. The seven local correspondents for different daily newspapers formed a New Hampshire College Press club which was planned to be a local version of the Associated Press. Each week, one of its members was assigned to a certain class of news, and the assignments were changed each week. Membership was limited to those of good scholastic standing who were representatives of newspapers belonging to the Associated Press.

As the Outing club had been inactive during the war, proposals to revive it were made as early as 1920, but the organization was not finally reestablished until 1924. In the meantime, the Forestry club sponsored a winter carnival, which was held February 11, 1922. The competitions, almost all in skiing, were held at Garrison hill during the afternoon. So far as is known, there were no competitors entered in the events from outside Durham. The third winter carnival, in 1924, was sponsored by the Outing club.

The ski jump which had been erected on Beech hill before the war was improved. The college appropriated \$750 to be used to double the height of the jump, and some of the work was done by students on New Hampshire day, May 10, 1924. A new hockey rink was built near the college reservoir so that skating events could be held there.

Gunnar Michelson, three times intercollegiate skiing champion of the United States and Canada, should receive much of the credit for the rapid advance in interest in winter sports at New

## THE COLLEGE BECOMES THE UNIVERSITY

Hampshire. He led the first New Hampshire team at the Lake Placid Winter Carnival, in 1922, and won five medals himself although the team placed third in the meet. At the third Winter Carnival in Durham, in 1924, the Outing club introduced the custom of having a Carnival ball. They also sponsored trips of the winter sports team to carnivals at Dartmouth, the University of Vermont, Williams college, and at Manchester.

The student council, reestablished after the war, undertook to regulate class competitions and took charge of minor problems of discipline. The girls' council also resumed activities and introduced a point system which limited the number of leading positions in campus activities which a girl might hold. Their example was soon followed by the men. Dean Elizabeth P. De-Meritt organized a Girls' Student Advisory council composed of one representative from each class, girls' organization, and sorority, which met once a month to discuss the problems of the women students.

The Y. M. C. A. hut, which was built during the war, was taken over by the campus Y. M. C. A. and Y. W. C. A. before it became the Faculty club. It was designed to serve as a club room for men students. On Sunday afternoon, religious services were held there followed by a brief social period. Discussion groups were formed in the fraternities and dormitories to discuss both campus and off campus problems. Among the special functions sponsored by the Christian association were the raising of money for the Friendship fund to aid European children, and later, assistance in the raising of money for remodeling the church in Durham. Deputation work developed to the point that in 1924, a special drive was conducted to raise money to buy a touring car for the use of students going to outside towns to carry on social and religious work.

The Northern New England School of Religious Education was held on the college campus, for the second time, during the week of August 11 to 17, 1919. The program included a series of lectures, vesper services, and pleasure trips around Durham. Students took an active part in helping with the arrangements for this event.

A faculty committee on student organizations was set up in 1923 to regulate the activities of the clubs and fraternities. Their published rules provided that new organizations must petition the committee for permission to carry on their activities. Social af-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

fairs were permitted only on Fridays or Saturdays, or on the evening before a holiday. Dances were required to end at 11 o'clock; the only exceptions to this rule were the senior and sophomore hops, which might continue until 12, and the junior prom, until one. Only one house party a year, which was scheduled to be held during junior prom week, might be given by each fraternity. The fraternities might give one evening and one Sunday dinner party a month to which women were invited. All dances were required to be chaperoned by not less than three couples including one member of the student organization committee.

The financial problems of the Athletic association were somewhat alleviated by the imposition of a five-dollar tax payable by every student upon registration. The sports which had been sponsored before the war continued with greater success than before. The most spectacular improvement was in football. The teams of 1920 and 1921 made records which are remembered to this day. The successes of the 1920 season secured for the New Hampshire team games with such powerful opponents as Army, Holy Cross, and Dartmouth. At West Point in 1921, Dutch Connor booted a sensational field goal that secured the victory over the Army team. Later in the same season, 12,000 people packed the Textile field in Manchester to see New Hampshire defeat Holy Cross by a score of 13 to 7. Dartmouth had the only team on the schedule that was able to stop Dutch Connor, Cy Wentworth, and other wearers of the blue. In spite of this one loss in 1921, New Hampshire was ranked tenth by one New York paper and fourteenth by another in the ranking of all the football teams of the country. The *New York Tribune* called New Hampshire, "the king of the small college elevens."

Leaving out of consideration this extraordinary team, New Hampshire was beginning to occupy a far more prominent place in the athletic world than it ever had before. By 1924, five new varsity sports were added to the list, boxing, soccer, hockey, tennis, and winter sports. Cross country was separated from track, and a letter specifically for that sport was granted.

The N. H. club showed a great deal of enthusiasm in sponsoring and fostering sports on the campus. They raised money to give gold footballs to the members of the championship team of 1920 and undertook the task of bringing up to date the record of all those former students who had participated in athletics and were, under the then current rules, entitled to wear the insignia of

## THE COLLEGE BECOMES THE UNIVERSITY

the college. Certificates were made out in the name of the N. H. club and sent to all of the former students who were eligible who could be discovered. The 1921 football team had the distinction of being the first to attend a training camp before the opening of college. For ten days under the direction of Coach Cowell and his assistants, 44 men prepared themselves at Ocean Park, Maine, to participate in football that year.

As the staff of the men's physical education department was increased, it became possible to introduce a program of recreational physical education. All male students, except those who were required to take corrective work, might elect classes in any one of a number of sports.

New Hampshire college was admitted into membership in the National Collegiate Athletic association in 1918. Under the leadership of Coach Cowell and President Hetzel, the New England Conference on Intercollegiate Athletics was organized in 1922 and 1923 and included in its membership five of the six state colleges in New England. Rules which were adopted for competition in this group limited the eligibility of players much more than had previously been the case. By eliminating professionalism and other evils, this organization was instrumental in improving the standards of intercollegiate competition.

The Women's Athletic association was recognized and placed on an equal standing with the men's association. At first, there was difficulty in providing funds for the use of the girls' athletic teams. This deficiency was gradually made up and the girls' basketball team engaged in games with out-of-town teams during the academic year, 1921-1922. At the end of the season, varsity letters were awarded for the first time to women students. Miss Mayme MacDonald, assistant professor of physical education for women, decided against continuing outside competition and the trips were given up. In place of this, the point system was established which enabled a girl to win her numerals or, if she were particularly proficient, an N. H. by getting the required number of points.

By the developments described above, the college recognized and accepted its responsibility for the physical welfare and improvement of the student body. It succeeded in a few years in establishing a program of physical education as a recognized part of the educational work of the institution.

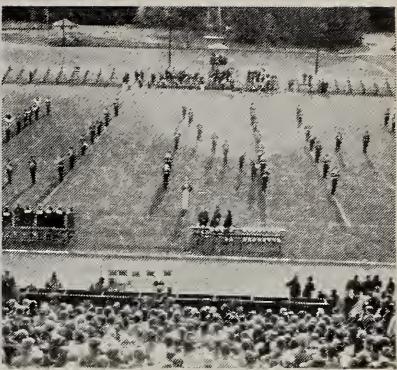
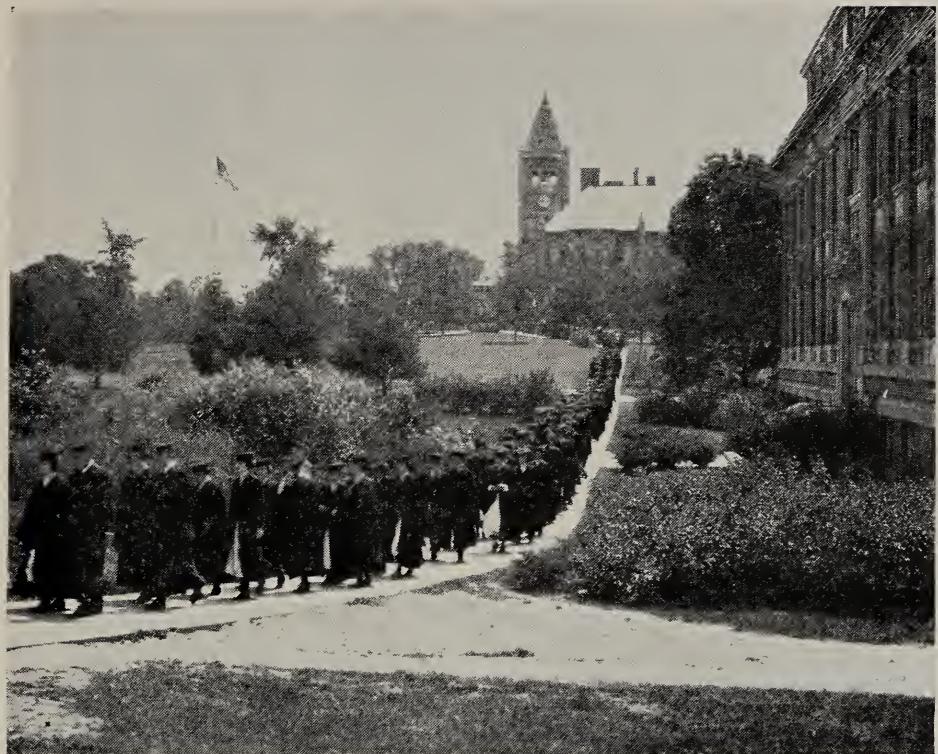
## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The student body voted, in 1920, to make all students automatically subscribers to the *New Hampshire*, and thus gave it a guaranteed support for which it had long sought. Until 1919, the paper had been a four-page sheet, but that year, it was increased to six pages. However, as problems of folding and transportation became expensive, it was decided to return to the four-page format but in a much larger size so that the same amount of news could be printed.

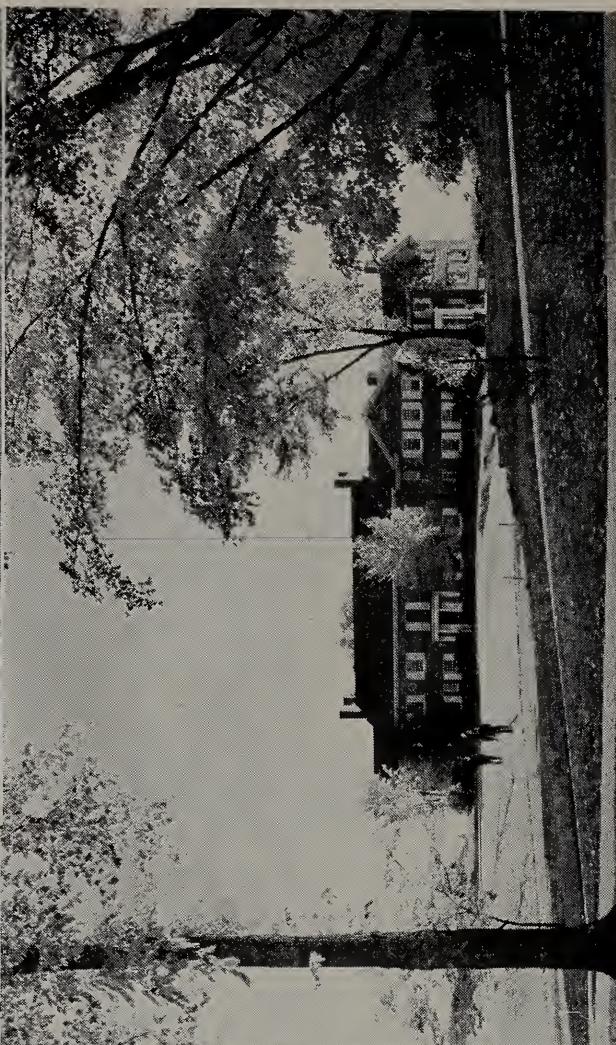
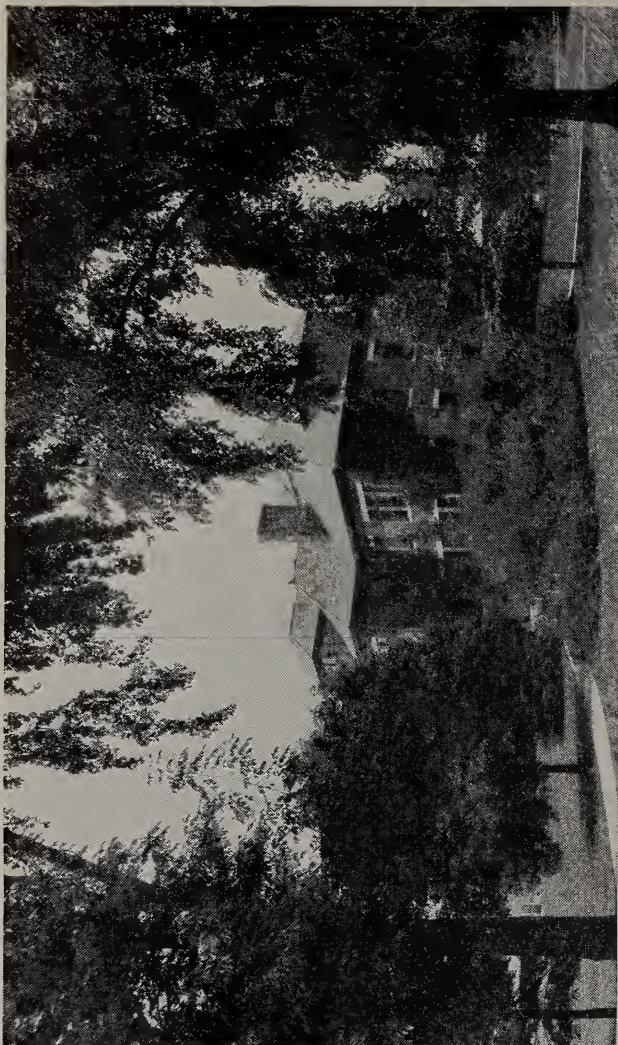
The publication of the student directory was one of the projects undertaken by the *New Hampshire*. When the student body had been smaller, it had been possible to publish the names of the students and their addresses in the pages of the paper. Because of the increased number of students, it became necessary to print a booklet which sold for ten cents. Efforts to improve the *Granite* soon led to excessive expenditures. The 1924 *Granite*, for example, cost \$4,000 for 500 copies. By action of the student council, it was decided that hereafter the expense of the *Granite* would be limited to \$2,500 for the same number of copies.

The first number of a new publication was offered to the student body in June, 1920. The *Profile*, an illustrated literary magazine, proposed to publish short stories, articles, and poems written by students, members of the faculty, or friends of the college. The magazine appeared monthly until May, 1921, when it was forced to suspend publication due to lack of financial support. Its circulation had been large enough and the difficulty and complexity of editing it were sufficient to justify assignment of office space for the staff of the magazine in Thompson hall next to the *New Hampshire* office.

The traditional College day, now known as University day, was first observed on September 28, 1921. It was an attempt to substitute for the hazing of the past a more constructive and better controlled form of interclass competition. All the classes participated in intramural sports during the first College day, but special prominence was given to competition between the freshmen and sophomores. The highlight of the events was the traditional rope pull across Beard's creek. The 1923 *Granite* stated that "due to a ruling of the Student Council abolishing the custom of forcing the freshmen to kiss the rope after the pull, the contest passed without the usual fist fight." Slowly, one by one, the opportunities for hazing, formerly characteristic of the relations between the two lower classes, were being eliminated.



STUDENT ACTIVITIES



*Top Left:* CHARLES JAMES HALL  
*Lower Left:* PETTEE HALL

*Top Right:* MORRILL HALL  
*Lower Right:* CHARLES HARVEY HOOD HOUSE

## THE COLLEGE BECOMES THE UNIVERSITY

Competition between the girls of the two lower classes was introduced on College day in 1923 with a cage ball contest which was won by the freshmen. Special convocations were held on these days with speeches by the president, and by either members of the faculty or prominent alumni for the purpose of acquainting the freshmen with the traditions and rules of life in the institution.

The first May festival was presented by the women students in the spring of 1919 and included a pageant during which the May Queen was crowned. Although the festival has not been held every year since 1919, it is now an annual event. Considering Durham's climate, it is not surprising that this celebration has usually been held nearer the end of the month rather than on May day. The first house parties and junior prom in three years were held again in 1919, and the sophomore and senior hops were also revived the following spring.

The custom of choosing some of the most attractive women students as sponsors of the R. O. T. C. battalion was initiated in 1921, with the election of five women who were to be guests of honor at the Military ball and who presented the awards to the winning students in military science. The women chosen were given a ribbon with the insignia of their rank in a brief ceremony conducted by the head of the military science department.

An attempt was made to establish the custom of having a bonfire in the spring at which the freshman caps and the posters containing the freshman rules were burned. The first time the event was held, in the spring of 1921, somebody lighted the fire ahead of time so that both freshmen and sophomores had to accumulate another pile in order that the event might be held as planned. President Hetzel spoke briefly at the celebration and said that the custom thus initiated should be observed every year. However, the relaxation of freshman rules which has taken place since then has made the termination of the rules somewhat less of an event and the celebration initiated in 1921 has not been continued.

The R. O. T. C. unit, in 1923, held a spring training camp at Barbadoes pond, where they stayed for two days, living in pup tents. The men had a dress parade and the annual spring inspection at the camp and then were given the rest of the time for fishing and whatever amusements they could find there.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The following year, 400 men in uniform went by a special train to Manchester where they encamped at the Amoskeag recreation grounds. A very full program of activity kept the interest of the men alive from the time they arrived Wednesday afternoon until their departure, Saturday morning. The college band gave a concert at the grounds which drew a large crowd of townspeople. The following day, the regiment was inspected and went through a series of drills and a sham battle. The last of these annual encampments was held in 1928 at Keene.

\* \* \*

The great financial crisis faced by the college just after the World war made immediate action by the state legislature absolutely essential. For the biennial period, 1919-1921, the legislature appropriated \$267,275 for all purposes. An unexpectedly large enrollment of students as well as abnormally high prices made this sum inadequate. The governor and council, therefore, appropriated out of the governor's emergency fund \$33,720.75 during the two-year period, and in addition, the legislature, in 1921, provided \$112,318 as deficiency appropriations for the college. To help meet the increased cost of running the institution, tuition was increased from \$60 to \$75 in 1920, and in 1921, non-resident tuition was increased to \$150; the special incidental fees for all students were raised from \$36 to \$50 a year at the same time. As a result of this action, New Hampshire college, with but one exception, was charging the highest tuition rate of any state college in the country.

Problems caused by the growth of the institution continued to multiply. A large amount of equipment and supplies were still needed. The college had an extremely low salary level and was repeatedly losing instructors because of this fact. The students numbered three times as many as they had ten years before but nothing like a comparable increase had been made in appropriations for operating expenses. Buildings were crowded and students had to be denied laboratory work in several courses. The heating plant was inadequate and wasteful.

The barracks and other construction done by the New Hampshire college training detachments in Durham created another problem. The War department offered to sell all of this to the college at prices ranging from one-third to one-tenth of their actual cost. While this was undoubtedly a bargain, the college

## THE COLLEGE BECOMES THE UNIVERSITY

could hardly take advantage of the offer unless it had the money to spend. Eventually all this property was turned over to the institution for \$34,903. Included in the purchase were the barracks, which would house 140 men, a wing on Smith hall, which would house 36 girls, an annex to the shop, the poultry plant, a house for military equipment, and the concrete walks.

President Hetzel submitted a special report to the legislature of 1921 describing in detail the financial needs of the college. The emergency appropriations, already mentioned, were provided to meet the deficit, so that President Hetzel was able to announce in June, 1921, that the sharpest financial crisis in the history of the college had been successfully passed. This special appropriation, however, was far from settling the financial needs of the college, so the 1921 legislature appropriated \$638,705 for the succeeding two years. This very generous appropriation, designed to be used both for general expenses and for building purposes, when added to the emergency appropriations already made, created a vastly more favorable atmosphere for all the activities of the college.

The students received the announcement of the appropriation at a convocation and responded with a torrent of applause and cheers for both President Hetzel and Governor Albert O. Brown. To celebrate the event, the students paraded through the streets of Durham until everybody had heard the good news, then marched back to the flag pole in front of Thompson hall where President Hetzel made a speech. This was the first of a series of biennial celebrations, as the campaign to bring the college to new levels of strength and prosperity continued.

The continuation of the campaign had two aspects. One of these was the effort to secure recognition of the fact that the college in Durham was no longer properly described by its old name, the New Hampshire College of Agriculture and the Mechanic Arts. Twice before, vigorous campaigns had been waged to secure for the institution the right to the name of the University of New Hampshire. Both times, these efforts had failed, largely because the agricultural organizations of the state had feared that such a change would mean subordination of the division of agriculture to the other divisions.

Yet the trend of events was settling this problem regardless of the opinions of anyone involved. While the agricultural

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

division was still growing, the needs of hundreds of other students had to be met and were being met through the expansion of the other divisions. In actual fact, three distinct colleges under the name of divisions were functioning in Durham side by side, making up a whole which could only be described as a university. Graduates of New Hampshire College of Agriculture and the Mechanic Arts found that the name gave people a less favorable opinion of their alma mater than the actual facts justified. This was especially true with those who had received the bachelor of arts degree.

Women students found their position particularly incongruous since most of them received the bachelor of arts degree and practically all were registered in the division of arts and sciences. Educators, both those connected with the college and others in institutions through the state, complained that it was difficult to persuade New Hampshire boys and girls that the college really did offer courses in as many fields as it did and that these courses were worthy of the patronage of any student. As a result, hundreds of students who might have received their training in New Hampshire went to outside colleges, often spending more money than would have been necessary at the state college. It was pointed out that the change of name would not create a new institution, but it would provide official recognition of the fact that the institution already existed and that New Hampshire could boast of a finer school than it ever had before, one worthy in every way of the title of university.

The old argument about the intent of the authors of the Morrill act and of those who had left money to the college was heard again. In reply to this, it was pointed out that except in some of the larger western states, where both a college of agriculture and the mechanic arts and a state university were maintained, all other states, except three, had changed their state colleges into state universities. These reasons and many more were advanced in favor of the change of name. Trustees, faculty, alumni, and students were unitedly behind the proposal.

When the bill to change the name of the college finally reached the floor of the house, only one voice was raised against it. It was generally recognized, however, that the speaker was against a change that had already taken place, a change to which the legislature could only give its official stamp of approval. The

## THE COLLEGE BECOMES THE UNIVERSITY

men who had built a university on Benjamin Thompson's farm had done so because the young people of New Hampshire wanted and needed a university. By keeping their eyes fixed, first of all, upon just those wants and needs, the teachers and administrators of the past had made an institution which was its own best advocate. The bill was passed overwhelmingly in both houses of the legislature and received the signature of Governor Fred H. Brown on April 23, 1923.

President Hetzel was in Concord when the bill was signed. He brought the charter of the University of New Hampshire back to Durham with him and was met at the station by a wildly enthusiastic group of students. He was escorted to the Tom Thumb coach<sup>1</sup> and some students seized the shafts and drew him in triumph through the town, followed by a long line of undergraduates performing a snake dance.

The change of name did not go into effect until July 1, 1923, so the members of the class of 1923 were unable to have the new name on their diplomas. As some consolation for this disappointment, President Hetzel arranged to have a statement printed on their diplomas explaining that the college had become a university in the year in which the diplomas were granted. The Dover Chamber of Commerce, as an indication of their approval of the change, gave the university a large blue flag with the university seal printed in white in the center. This flag was for years flown, on all special occasions, from the university flag pole in front of Thompson hall until it had to be replaced by a duplicate.

The second phase of the campaign to bring the institution to new levels of strength and prosperity was concerned with the problem of an adequate income. This aspect of the program was continuous with the effort to secure recognition as a university. In his report for 1922, President Hetzel pointed out that the state and national funds received by the college amounted to only 54.7 percent of its annual income as compared with a national average of 72.8 percent. Moreover, the state provided only 44 percent of the income of the Extension service and 9 percent of the income of the Experiment station. If appropriations

---

<sup>1</sup> This coach was made in England and was presented to Mr. and Mrs. Tom Thumb by Queen Victoria. It had been presented to the college in 1922 by William G. Smalley of Walpole, New Hampshire, in honor of his son, Maxwell W. Smalley of the class of 1917. The coach has now been placed, by action of the trustees, in Henry Ford's museum in Dearborn, Michigan.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

for building were also taken into consideration, then New Hampshire was even more below the average obtaining in the country as a whole. In other words, great increases in service had been made without correspondingly greater calls on the state.

In this same report for 1922, President Hetzel stated that tuition and fees had increased from \$17,066 for the year ending June 30, 1918, to \$81,030 for the year ending June 30, 1922. As a result, this part of the income of the college was proportionally higher than in any other state-supported college but one, though the burden on the students was somewhat mitigated by the scholarships available. This was obviously a sharp reversal from pre-war conditions, when scholarships were plentiful and student expenses generally very low.

The legislature which chartered the university voted \$670,000 to maintain it during the first two years of its new existence. The senate, in addition, passed a bill to raise \$91,000 through a bond issue to provide new buildings for the university. However, this proposal was voted down by the house because the house committee on the university recommended the defeat of this measure on the grounds that it was inexpedient at the time.

In his report for 1924, President Hetzel pointed out that the serious overcrowding at the institution and the greater services required made it advisable

". . . for the state to give careful consideration to an adequate program for the maintenance and physical development of its university for a reasonable period of years."

These points were more thoroughly developed in a special report prepared for the 1925 legislature by President Hetzel under authorization of a vote of the trustees. In this latter report, he showed the need of special appropriations, or what was better, an annual permanent income in order to provide adequate equipment for the work of the university.

The proper housing of the students was one of the most pressing needs. Double rooms in dormitories were made to accommodate three or four students, and single rooms almost always had two people assigned to them. The rooms were too small and too crowded for such use, so that unsanitary and unsafe conditions prevailed in almost all the dormitories. As a natural result of

## THE COLLEGE BECOMES THE UNIVERSITY

this condition, the students found that the crowding interfered seriously with studying.

In this special report, a sum of \$405,950 was requested for the construction of dormitories for men and women, a classroom building, and for improving the barracks. The Commons, of which the first unit was completed in 1919, did not provide as much dormitory space as had been originally expected. Due to the increase in building costs after the war, it had been necessary to eliminate some of the accommodations which had originally been planned. To compensate for this, it was first proposed to build a wing between the Commons and Fairchild hall. An alternate plan called for the construction of a wing to complete the Commons building and also for a new dormitory for men as well as for a classroom building and improvements to the barracks.

From the time of the construction of the Commons until 1925, only one major addition was made to the housing facilities of the institution. This was the first unit of Congreve hall, which was built in 1920. Mrs. Alice Hamilton Smith had provided that a part of her estate was to go to the college after the death of her daughter, Mrs. Edith Congreve Onderdonk. After the death of Mrs. Onderdonk in 1919, the legacy, amounting to over \$120,000, became available. The trustees voted to use this money to build a women's dormitory but since the fund had been given to be maintained permanently for the general purposes of the college, it was voted, in 1923, that \$3,000 from the income of Congreve hall should be set aside each year until the principal of the fund was restored to its original amount. At first, it was proposed to name the new building Hamilton hall, after Hamilton Smith, but finally the name Congreve hall was chosen because Congreve had been Mrs. Onderdonk's maiden name.

Sixty-five women moved into the nearly completed dormitory in the fall of 1920, but for a number of weeks, they were inconvenienced by the necessity of remaining outside the building during the day so that the workmen could finish the construction. President Hetzel had hoped to be able to include a Women's Commons in Congreve hall but the plans were changed in order to use the full amount of space for rooms. This proved to be a wise decision for in 1920 even the dormitory rooms in the Commons had to be used for women students.

As an alternative to the biennial appropriation for the maintenance and development of the university, President Hetzel re-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

newed the suggestion which he had made in his report for 1924, and in the special report of 1925 enlarged upon the theme of a permanent policy:

"It seems that the time has arrived when it is necessary for the state to give careful consideration to the needs of its State University. In view of the educational traditions of our people, the increasing importance of higher education, the growing need for scientific investigation, the decreasing opportunity for collegiate training in the endowed colleges of the country, the maintenance and continued development of the university on a sound and conservative basis is imperative. It would appear, therefore, that a comprehensive plan for the support and development of the University over a period of years would be economical, efficient and statesmanlike. The Trustees of the University, looking ahead, have estimated that within a period of fifty years the University will have an enrollment of from 2,000 to 2,500 students. Just when these figures will be reached it is impossible to predict, but in all probability the rate of increase will be progressively smaller as time goes on. To meet this situation intelligently and efficiently, the Trustees, with the aid of an expert landscape architect, have laid out a plan for the development of the physical plant of the University. It would be sound public policy for the legislature of the state to provide for the maintenance of the University and for its development in accordance with such plan over a period of years. This could be done in any one of several ways, but probably best by following a plan now in effect in several states, by which there would be set aside each year from the income of the state, an amount of money bearing a definite ratio to the assessed valuation of the property of the state. While accurate figures are not available, it is estimated that an allowance at the rate of approximately one mill on a dollar would provide sufficient funds for the maintenance of the University and, together with such private gifts as may be expected, would provide for the gradual and adequate development of the

## THE COLLEGE BECOMES THE UNIVERSITY

physical plant. Such a policy would seem to represent an economical, efficient procedure, and would have the additional virtue of representing a policy of 'pay-as-you-go.' "

The trustees' meeting in Concord on January 16, 1925, voted to authorize and instruct President Hetzel and the legislative committee on the university to introduce into the legislature, measures calling for appropriations necessary to provide the institution with the needed buildings. On January 27, 1925, James S. Chamberlin, representative from Durham, introduced House Joint resolution No. 54, appropriating money for the University of New Hampshire, and the same day, House Joint resolution No. 59, authorizing a special joint committee of investigation, was approved and referred to the committee on appropriations. This second resolution was accepted by the senate, and the committee, thus created, consisted of Senators Guy E. Chesley, Samuel T. Ladd, and William Weston, and Representatives George A. Blanchard, Percy W. Caswell, Milan A. Dickinson, George H. Duncan, and Charles B. Ross.

The special joint committee reported to the house on March 25, 1925, and begged:

"... leave to unanimously submit its recommendations in the form of a bill, House Bill, No. 403, entitled 'An act providing for a fund to be known as the "University of New Hampshire fund" and regulating the enrollment of students at the University of New Hampshire' with the recommendation that the bill ought to pass."

Governor John G. Winant gave his support to the measure and President Hetzel and others had so thoroughly prepared the minds of the people for such a procedure that there was little opposition to the passage of the act.

The committee on appropriations, to which House Joint resolution No. 54 had been referred, reported on April 16, 1925, that it was inexpedient to legislate because the subject matter of House Joint resolution No. 54 was covered by another bill, House bill No. 403 which was then before the legislature. The way was thus cleared for the passage of the bill providing for a mill tax, and so rapidly was this done, that the bill was signed by Governor John G. Winant on April 22, 1925.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

This act, Chapter 111, *Laws of 1925*, created a fund, known as the University of New Hampshire fund, which is credited annually with one mill on the dollar of the valuation of property locally assessed in the state. All sums credited to this fund are appropriations for the support and maintenance of the university, except that no part of the sum can be used to pay the salaries or expenses of agents resident in the counties of the state and engaged in agricultural and home economics extension work.

The trustees, by and with the consent of the governor and council, may borrow on the credit of the university in anticipation of income, not to exceed \$100,000 in any one fiscal year, in order to forward the building program, but all amounts so obtained must be repaid during the succeeding fiscal year. The act provided that income received and due to the university from all other sources shall be retained by the university and be used as the trustees determine, "or as is provided by law or by the conditions incident to trusts, gifts, or bequests."

Enrollment of students from out of the state was limited by the act. Beginning with July 1, 1925, the number of new students entering the university from Maine, Massachusetts, and Vermont could not exceed eight percent of the total enrollment of the entering class of the four-year course of the preceding academic year. The enrollment of new students, exclusive of those from New Hampshire, Maine, Massachusetts, and Vermont, could not exceed four percent of the total enrollment of the entering class of the four-year course of the preceding academic year.

Another far-reaching action taken by the 1925 legislature was the passage of the measure for the stabilization of cooperative extension work on the basis of public funds. Hitherto, a part of the county support for this work had come from Farm Bureau membership fees. With the encouragement of Governor Winant, House bill 60 (Chapter 244, *Laws of 1925*) was drawn up by Director J. C. Kendall and received the hearty endorsement of the legislature. The bill set up a state fund of \$1,200 per agent to be supplemented by \$200 from federal funds per agent. These combined sums were to be offset by a county appropriation of \$1,800 per agent. As a result of this act, New Hampshire was the first state in the union to have county agricultural home demonstration and boys' and girls' club agents in each of its counties.

Similarly important was the passage by congress, in 1925, of the Purnell act for state Agricultural Experiment stations. This

## THE COLLEGE BECOMES THE UNIVERSITY

measure provided increasing funds for several years for agricultural research, making possible, for the first time, economic and sociological studies. It brought the annual appropriation for agricultural research to an eventual total of \$90,000 a year. Under this fund, New Hampshire was able to develop a comprehensive series of soils experiments in different parts of the state to make the important economic studies and to improve greatly the entire agricultural foundation of the university's work.

By the passage of the act which has become commonly known as the Mill Tax law the state guaranteed its new university a dependable and substantial income, which with careful planning and budgeting over a period of years, has enabled the institution to meet the needs of New Hampshire youth. President Hetzel succeeded during his administration in securing for the institution, not only recognition of its status as a university, but also an assured and dependable means of support, and thus had the satisfaction of being its head at a time when significant and far-reaching changes took place.



# *The Present University*

## CHAPTER X

True history requires perspective, and the events which have so quickly filled the university life since the passage of the mill tax legislation in 1925 are too recent for a detached viewpoint. Obviously, also, they are of such importance and of such far-reaching extent that they might well take another volume for a complete rehearsal. This concluding chapter is not meant, therefore, as more than an epilogue to the preceding pages.

The change of name in 1923 and the passage of the mill tax law in 1925 marked one of the two or three most important mile posts in the history of the university. Since that time much of great interest and significance has occurred; there has been change and growth in every part of the complex organism which the university has become. But it is only possible for those who are living in the midst of these things to attempt an approximate estimate of the relative value of individual practices and policies.

President Hetzel, during whose administration the change of name and the passage of the mill tax act took place, resigned in 1927 to accept the presidency of Pennsylvania State college. His nine years in Durham had been productive of many important changes, an impressive record of progress. But, as he said in his letter of resignation, he felt that the university was "now in condition to experience a change of administration with the least possible chance of impairment of its interests," and both his duty and his interest called him to work in other fields. He was succeeded by Edward Morgan Lewis, previously president of Massachusetts State college, who took office September 1, 1927, and served until his death on May 24, 1936.

During President Hetzel's administration, the increase of the student body had out-stripped the growth of the university's facilities, creating those crucial problems of housing, shortage of equipment and strain on the teaching staff which he had described in his arguments for the mill tax. The completion of a men's dormitory, Hetzel hall, in 1925, only partly relieved the housing situation. The enrollment continued to increase until 1927, when it reached 1680, but then became more or less stabilized in the vicinity of 1600 for nine years. The immediate cause of this was

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

the action of the trustees in voting to limit the registration, beginning with the fall of 1928, to 1600. This was not an iron-clad limit, for it was occasionally exceeded because of factors hard to predict exactly, such as the number of those accepted for the freshman class who later found it impossible to enter college. Furthermore, it had been the fixed policy of the college to admit all New Hampshire residents who could offer a high school diploma and a record of courses passed which covered the required subjects under the point system. Some maintained that the university now had no right to reject any New Hampshire boy or girl who had completed a secondary school course satisfactorily and wanted to continue with collegiate work. In 1926 and 1927, no in-state applicants were rejected, but the following year 15 were denied admission. At the same time, between 250 and 300 out-of-state applications were being refused each year. The first result of these decisions was an amazing drop in the size of the entering class; from 520 in 1927 to 370 the next year.

President Lewis analyzed this drop at considerable length in his report, giving in all, seven reasons. The tuition had been increased a short time before. The increase was comparatively small, but by including all the fees, which were previously listed separately, in the tuition, the increase had been made to appear larger than it actually was. Some had been deterred by the publicity given the decision to limit the enrollment; others had been drawn by the advantages of competing institutions. A depression, forerunner of the impending disaster, had already set in, in the textile centers, but, said President Lewis:

"Most important of all is the fact that we are probably at about the crest of the wave of increase in college attendance which has swept the whole United States since the war. About half the colleges report decreases in attendance this year."

The committee on admissions was enlarged and the work of passing on applications was assigned to Dean Pettee. He informed President Lewis that this work was

". . . a slight extension of his life-long practice of sending discouraging letters to prospective students whose records indicated that they could not carry on unless better prepared."

## THE PRESENT UNIVERSITY

The distinguishing feature of President Lewis' administration was the effort to raise the scholastic standards of the university. After the onset of the depression, it became necessary to examine and re-examine curricula, eliminating duplications, weighing the relative worth of every innovation, testing procedures and policies, and doing everything possible to guarantee maximum results from the expenditures of time, money, and energy. Every part of the university's structure and functioning had to justify itself in terms of the new situation. Moreover, as economic and social changes created new demands or re-enforced old ones, it was necessary to consider substitutions as well as the former free habit of simply making additions. Fortunately, New Hampshire had been relatively conservative in expansion and experimentation during the era of prosperity so that the readjustment was less difficult. But the plans of prosperity years had to be changed, and conservation of the university's resources became a major consideration.

This did not occur through any large scale changes, but only through an infinite series of small adjustments. Some courses were dropped; others were added. New curricula were developed. Much had to be worked out by trial and error. If a committee failed to produce results, or a new grouping of departments did not eliminate duplication, another means had to be attempted to secure the desired result.

It would be fruitless to attempt to follow all the changes that were made or proposed during the last 15 years or to weigh and examine all the theories and practices that were debated or tried out. Many are still moot questions, largely because the only laboratory which can produce valid proof in the field of education is the life and work of the student. For this reason, extreme caution is necessary lest the student be the victim of possible failure.

Specific new curricula introduced, mostly within the last few years, were chiefly confined to the College of Liberal Arts. The teacher training curriculum was the only innovation in the College of Agriculture, similar in character to the teacher training program in the Liberal Arts college. Both required majors and minors in subject matter fields in addition to a required amount of work in the department of education. Opportunities for practice teaching during the senior year were secured, and credit toward graduation was given those chosen for this work.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

The College of Technology, likewise, added only one new department. A course in civil engineering was developed, beginning in 1926, under the direction of Dean George W. Case and Professor Edmond W. Bowler.

In the College of Liberal Arts, special curricula added included general business, pre-medical, social service, secretarial, hotel administration, general teacher training, and teacher training in physical education for men and women.

The two-year agricultural course was lengthened to cover the full three terms each of the two years, instead of the two terms a year which had been the practice since the war. The standards of instruction were improved, and provision was made to permit students who wished to continue their work in the four-year course to count toward their degrees all credits in which they had received a grade of 75 or better.

Beginning with a freshman orientation course in the social sciences, which was introduced during President Hetzel's administration, the use of such survey courses during the freshman and sophomore years has continued. Though the practice of allowing considerable latitude in the choice of electives was continued, freedom of choice was controlled by the desire to see that the student received both a broad cultural background, thus introducing him to a variety of fields of human thought during his first two years, and an opportunity to master a special field of concentrated interest during his junior and senior years.

The income of the university naturally suffered seriously during the depression. The board of trustees voted in 1925 that \$200,000 annually from the mill tax fund should be devoted to building funds, to carry out President Hetzel's plan of expansion. They decided to reduce this to \$170,000 in 1930 and to \$150,000 the following year. Increase of operating expenses was chiefly responsible for this trend, which the trustees expected to see continue. The millage did not start to decline, due to decreased valuations, until 1933, but in the next two years, it dropped nearly \$70,000. The trustees in 1933 voted to return to the state a part of the income of the university from the mill tax in order to help relieve the very serious tax problem of the state. This contribution amounted to about \$133,000 annually in 1933 and 1934 and to about \$104,000 annually for the two following years. These figures represent approximately the amount that would otherwise have been used for building. In all, some

## THE PRESENT UNIVERSITY

\$598,525 was returned to the state during the four-year moratorium on building.

President Lewis, for the benefit of the legislature of 1933, undertook a comparative study of the New England colleges and universities and stated, among other things, the following results in his report for 1932:

1. The investment per student in grounds, buildings, and equipment was less at New Hampshire than at any other New England state college with one possible exception.
2. The cost to the state per student was the least of all.
3. The cost to the state per student was slightly less than it had been the year before the mill tax law was passed.
4. New Hampshire charged the highest out-of-state tuition of all but three of the state colleges in the country.
5. Salaries were comparatively low, and the ratio of students to teachers was higher than the accepted standard.

He concluded that the university was as near its minimum operating costs as it could get without seriously endangering its work, and that less harm would be caused by suspension of the building program than by a decrease in the income for maintenance. In fact, maintenance and operating expenses were bound to increase somewhat, due to the necessity of introducing some new services and equipment required by changing times.

When the Public Works administration was established in 1933, the university prepared a series of projects which were submitted to the Washington officials. In preparing these projects, it was necessary to consider not only the value of the construction to the university but also its value as a relief project in providing work and a market for the products of the heavy industries. The items listed included a water system, a sewer system, a dormitory, recreation fields, bleachers and stands, a sports building and cage, including an indoor swimming pool, and an agricultural building. Plans for each of these projects were drawn up by the university architects with help from a number of other departments. Other projects, available and needed for proper equipment of the university, but for which plans had not been prepared, included an auditorium, a home economics building, and additions to the library. Unfortunately, the state's policy on disposition of P. W. A. funds made it impossible to allow any of these projects, so that New Hampshire was not so fortunate as most of the other New

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

England institutions in securing P. W. A. assistance in improving the plant.

In 1937, the full income under the mill tax again became available to the university, and funds for building purposes could be set aside. It had been necessary to resort to salary cuts for all contract employees of the university for a four-year period prior to 1937 when the salaries were restored to their 1933 level.

Money was later secured from Civil Works administration, Emergency Relief administration, and Works Progress administration for projects which included the construction of Lewis fields, a reservoir, and the outdoor swimming pool. These grants provided a larger proportion of the labor costs but less of the cost of the materials. Students at a National Youth administration resident training center which was established in Durham built a new hockey rink and did considerable work in improving the university grounds in 1938. Students of the university also worked on the grounds and were paid out of money supplied by the N. Y. A.

Restoration of the full millage in 1937 permitted resumption of the interrupted building plans which had, however, lagged to such an extent that it became necessary to provide some extra assistance so that the needs of the university might be more quickly provided for. Accordingly, the legislature of 1939 authorized a bond issue of \$250,000 to be liquidated in ten years out of current income, which sum made possible a very necessary increase in construction.

The first new building completed during the last 15 years was Murkland hall which has since served as the center for the Liberal Arts college. Finished in September, 1927, the 20 classrooms and 18 offices in the building did much to relieve the painful lack of space under which the Liberal Arts college had been suffering. The library was thus able to recover the use of one floor which had been occupied by Liberal Arts' departments; classes were also transferred from rooms, partitioned off with wallboard, in the Shops building. Mr. Murkland was informed of the plan to honor him by giving this building his name, and according to "Dad" Henderson who conveyed the news, was deeply moved by this act of remembrance. Mr. Murkland did not live to see the finished building, but died nearly a year before it was completed.

The urgent need for a chemistry building was the next to be met by the building program. The department, developed to a high level of efficiency by a succession of brilliant men, had been

## THE PRESENT UNIVERSITY

forced to limit its enrollment for years by the lack of adequate quarters. Professor Charles James, known as "King" James by his admiring students, had repeatedly brought the attention of chemists throughout the world to New Hampshire by his remarkable research with rare earths. Plans for a new building, prepared under his supervision, had been accumulating for several years. Finally, in 1927, it was announced that construction would soon start, but Professor James did not have the joy of seeing the completed building. An attack of pneumonia following an operation brought about his death in a Boston hospital at the age of 47. The steel girder which forms the ridge pole of the new chemistry building was actually being lowered into place at the moment when the Durham church bell was being tolled for the funeral service of "King" James. At any age, his death would have been a shock and a sharply felt loss both to the college and to the thousands who had worked with him or known him, but the suddenness and untimeliness of the end accentuated the sorrow of his friends and co-workers. No more fitting memorial could have been found for this brilliant scientist and teacher than the splendid new chemistry building which received his name.

At the dedication ceremonies, November 9, 1929, a capacity crowd filled Murkland auditorium to hear speakers representing every field of chemical science pay their tribute to Professor James. Charles James hall, completed at a cost of \$487,000, provided modern equipment for all the chemistry courses as well as a handsome, well appointed building of which all the scientific departments could be proud. All these departments gained, indirectly, in the assistance given by more efficient work in chemistry, and directly through release of space in other buildings for their use.

The need of a new heating and power plant had been made inescapable with the expansion of the university. Construction was begun on the present power plant in 1927. It was put into operation even before completion, which was not achieved until 1929.

The following year, only a brick rifle range and a bath house were built, but 1931 saw the beginning of three buildings. The first was the Elizabeth DeMeritt house, a model Cape Cod cottage used by the home economics department as a practice house. The old practice house was moved in 1932 from Main street in front of Scott hall to its present location behind Smith hall, where it

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

is used as an arts and crafts cottage. DeMeritt house was named for Elizabeth P. DeMeritt, dean of women from 1919 until her death in 1931.

The second project undertaken in 1931 was a group of new dairy barns to replace the old one which, after 1932, was converted to the use of the departments of military science, agricultural engineering, and forestry, the Farm Security administration, and the fire department until it burned in 1937. The new barns were placed in a better location near the east end of the college reservoir, which freed the section near the dairy building for later construction.

The most important building started during 1931, however, was the Charles Harvey Hood house. The university's need of long standing for an adequate infirmary was answered by a gift of \$125,000 from Mr. and Mrs. Charles H. Hood of Boston. In addition, a fund of \$75,000 was established, the income of which was to be applied to the maintenance of the building. The year when the gift was made, 1930, was the fiftieth anniversary of Mr. Hood's graduation from the little New Hampshire College of Agriculture and the Mechanic Arts in Hanover. It is a curious thing that this gift would nearly equal the total value of the property and endowment of the college at the time of Mr. Hood's graduation. The new infirmary contains accommodations for 30 patients, although that number could be expanded if the need arose. In this building, the university health service, employing the services of a doctor and several graduate nurses, is fully equipped to take care of the normal demands of the student body.

Scott hall, a dormitory housing 120 women, was completed in 1932. The Commons and Ballard hall were released for the use of men students although Ballard ceased to be used as a dormitory in 1934 and was assigned to the use of student organizations and the departments of music and education. The new women's dormitory was named for Professor Clarence W. Scott, first librarian of the college, instructor and professor of English, 1878-1886, and professor of history and political science, 1879-1930.

Professor Scott's 54 years of service to the college and university have made him a figure equalled only by Dean Pettee in the memories of New Hampshire men and women. Many former students still carry a memory of the unfailing courtesy, gentlemanly bearing, and dignity which characterized Dr. Scott's association with the undergraduates. Others will recall his keen in-

## THE PRESENT UNIVERSITY

terest in American history and American literature or the services he rendered while librarian. A short time before his death, Dr. Scott had undertaken the writing of a history of the university, upon which much of the materials in the early chapters of this volume are based. Unfortunately, death prevented his completion of this work to which his long personal association with the events narrated would have given a special and irreplaceable value.

In spite of a four-year period of restricted income, a sewage disposal plant was built in 1932 and 1933, and a water supply system, including a new reservoir, was finished with W. P. A. assistance in 1935. These, with the athletic fields and stadium, were the only important additions to the plant during the four years from 1932 through 1936. The new athletic area included six fields for football, soccer, and lacrosse, four baseball diamonds, one of the best running tracks in New England, pits for jumping and vaulting, 20 tennis courts, a concrete stadium seating over 5,000 persons, and baseball bleachers seating 1,750. With the cooperation of the Civil Works administration, the Emergency Relief administration, and the Works Progress administration, \$218,000 was spent on the completion of this area devoted to recreation and physical education.

President Lewis, who had been an excellent athlete in his youth,<sup>1</sup> took a special interest in the completion of this work. Some students were employed in the construction work during the summer, receiving a weekly wage of \$18.90, a portion of which in excess of their living expenses was deducted by the university and applied to their tuition in the fall. Rooms in the dormitories were furnished free, and special meals planned by the university dietitian to meet the requirements of boys engaged in manual labor were provided at a minimum cost. Most of the work was done by hand in order to fulfill the purpose of the relief projects in supplying the maximum of employment for the money spent. The Alumni association gave \$15,000 which was used to

---

<sup>1</sup> President Lewis had been the captain of the baseball team in his senior year at Williams college and during one of the years that he pitched for his college team, it defeated Yale, Harvard, and Princeton. After graduation, in 1896, he pitched for the Boston Braves for four years and then for the Red Sox for one year. In addition, he coached the Harvard baseball team from 1897 to 1901. His contracts in the major leagues provided that he need not play Sunday games.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

EDDIE

buy the materials for the concrete stands. Under these stands, lockers and dressing rooms were built for the use of visiting teams. While some of this construction was going on, the state highway department built the present bridge over the railroad tracks where they crossed the Concord road. While the road was torn up, a tunnel was built under it connecting the athletic fields with a parking space on the other side.

In the spring of 1936, the baseball diamond and the concrete stands around it were dedicated to the memory of William H. L. Brackett, 1914, of Greenland, one of New Hampshire's finest athletes, whose untimely death in 1921 was largely due to the after-effects of wounds received during the World war. The American Legion post of Portsmouth, of which Mr. Brackett had been a member, gave the university a large American flag which was raised on the new pole on the field as part of the dedication ceremonies.

The entire plant was named Lewis fields in memory of President Lewis, who died unexpectedly on May 24, 1936. The ceremonies, which were held October 10, 1936, preceded a football game with the University of Maine. Governor H. Styles Bridges, President Arthur Hauck of the University of Maine, and Mrs. Lewis took part in the dedication which was broadcast over a New England network. Work was begun on the university field house in 1937 and was completed the following year. The area of the main floor enclosed nearly half an acre. On the dirt floor, baseball, football, and track practice can be held during inclement weather, and during the basketball season, a movable wooden floor and bleachers, seating 2,500, can be installed. The offices and almost all the equipment of the men's physical education department have thus been concentrated in the area just beyond the railroad. Upon completion of this plant and the removal of physical education for men to the new area, the department of physical education for women moved from their former quarters in Thompson hall to the old gymnasium. Memorial field was also assigned to the use of the women students.

In the summer of 1940, extensive alterations were made in the old gymnasium; the interior was enlarged, a stage and dressing rooms were added, the old towers were torn down, and a new front was constructed in a style which harmonized better with the other buildings on campus. The new and enlarged auditorium, which has been named New Hampshire hall, is now used for women's

## THE PRESENT UNIVERSITY

indoor athletics, convocations, entertainments, dramatics, and musical programs.

Upon the restoration of the university's full income from the mill tax, a new building program was initiated under the direction of President Fred Engelhardt who took office on April 1, 1937. Two wings, consisting of a basement and one story each, were added to the library in 1937 and 1938; this addition provided double the previous floor space. The top floor was devoted to the fine arts, with a large room for art exhibits, and three music listening rooms. The Carnegie foundation gave the university one of its standard sets of about 1,000 records, 250 books and miniature scores, and a phonograph. The largest of the music rooms has been named for Philip Hale, the noted Boston music critic, and the room contains his desk, chair, and some of his books which were given to the university by his widow. In 1940, another wing, to enlarge the stacks, was added to the rear of the building to provide additional space for the university's rapidly growing collection of books.

Petee hall, built in 1938, houses the departments of home economics, agricultural engineering, and military science. It was named for Dean Petee, who died March 23, 1938, at the age of 85 years, after 62 years of devoted service to the college and the university. In April, 1937, he had relinquished his position as dean of the faculty and had been elected dean *emeritus* and university historian. The board of trustees adopted this resolution on April 22, 1938, concerning Dean Petee and his work with the university history:

"Most unfortunately for the university, he had but started on the assembling of material for the writing of the history of the university, a work which must now be undertaken by persons who are but poorly equipped in contrast. Dean Petee had addressed himself to the task with enthusiasm and up to the hour of his last illness was engaged in the preparation of a document which would have been of inestimable value.

"Charles Holmes Petee, with his proud record of service to this institution lived and died a continuing force whose counterpart may never again be seen in American higher education. His life was built into the life of the university in a manner which time cannot easily erode."

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

How great a part Dean Pettee played in the history of this institution can be seen, in some degree at least, by the purely mechanical process of looking back through this book and noting how often his name appears, in fact must appear, because he was so actively a part of all the university affairs. Even more important, however, is the record he left in the lives of thousands of students, a record of hard-headed Yankee benevolence. He was an incurable individualist, with stern ideas of right and wrong, yet capable of so much understanding and liking for young people, that every generation from the first to the last that knew him felt the same reserved half-shy affection for him which is youth's rarest tribute.

Aside from those buildings mentioned above, most of the recent construction on the campus has taken the form of additions and alterations to existing buildings. Two wings have been added to Congreve hall, the west wing in 1938 and the north wing in 1940. A two-story wing was built in the rear of the Commons to provide more space for larger crowds, both in the cafeteria and in the freshman dining hall. Nesmith hall, remodeled in 1932 and shorn of its tower, acquired two wings in 1939 which quadrupled its size and transformed one of the oldest buildings on the campus into an impressive and modern home for the animal and plant sciences. The departments of agronomy, animal husbandry, botany, bacteriology, entomology, forestry, horticulture, poultry husbandry, and zoology have been brought together in this building under the name of the Biological institute, which is directed by Professor C. Floyd Jackson. Upon the transfer of these departments, Morrill hall was taken over by the social science departments and Murkland hall was assigned to the use of the departments of English, languages, and education. The Extension service was moved to the second floor of Thompson hall, while the third floor was completely renovated to provide rooms for the musical organizations and a radio studio.

To list all the changes and improvements in the university plant would be tedious; it has been only possible to mention the more important of them. Yet these indicate how rapidly the university is still changing and how much growth and improvement is still going on.

The increase in the size and the functions of the university has resulted in the development of a more adequate business organization than was necessary in the earlier years. The business

## THE PRESENT UNIVERSITY

functions of the university are now centralized in a business office where a variety of activities are concerned with accounting, purchasing supplies, managing endowments, planning budgets, supervising student housing and the dining halls, and the many other matters involved in the program of a university. The business office is under the able direction of Raymond C. Magrath who became business secretary in 1923, treasurer and business secretary in 1927, and treasurer in 1938.

The Extension service has not lagged in its work of carrying the educational work of the university into the daily lives of the people of the state. Since the beginning of the depression, it has cooperated with the relief agencies in a large number of special projects, including, among others, such things as emergency gardens, rural housing surveys, rural rehabilitation, canning projects, rural electrification, and group leadership developments. The largest of these projects has been the work in rural organization and recreation, which has been conducted through workers in the various counties supplied through the relief agencies and directed by a specialist employed by the university. Assistance has been secured from several of the counties which seems to indicate a tendency toward making this a permanent extension activity. In all such cooperative enterprises, the University Extension service provides leadership and some materials, and the relief agencies provide workers.

The usual work of the Extension service has gradually expanded as both the available means and the demands have grown. Agents in all the counties, under the direction of state leaders in Durham, carry to the rural people information on the best practices in all phases of rural life. Agricultural demonstrations, lectures, and experimental projects bring the farmers the latest and best scientific information in the field of agriculture. Home demonstration agents advise and assist housewives in all the complex arts of homemaking. Rural boys and girls are prepared for better living in the country by participation in the numerous projects of the 4-H clubs. In Durham, specialists in farm management, agricultural engineering, horticultural improvement, poultry improvement, forestry, dairying, crop improvement, home management, and marketing supply the agents with new information, and work directly with the groups whose special interests lie in those fields. All these workers draw on the information prepared by the Experiment station in New Hampshire and in other states,

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

as well as all the resources of modern research, in order to advance living in rural New Hampshire.

The General Extension service, organized in 1938, has brought under one head all the adult education and off-campus activities of the university. John C. Kendall served as director until his untimely death on March 16, 1941. By means of this organization, the News bureau, the Visual Education service, and the radio broadcasting activities of the university have been co-ordinated with the established extension work. In addition, the resources of the Colleges of Technology and of Liberal Arts are being used to provide the maximum possible educational assistance to those thousands unable to attend classes at Durham who can and should benefit from the work of a state university. As in the past, emphasis is placed on the desirability of developing local leadership. Approximately 400 people attend leader training schools and accept some degree of responsibility for local community leadership in extension projects. It would be impossible to give the exact figures of the number of people directly affected by extension projects, but we do know that tens of thousands have attended meetings, participated in demonstrations, adopted practices recommended, joined youth clubs, or derived help from the work of the recreational workers. President Engelhardt has referred to these people as "the university's farm and home students at large," a student body vastly exceeding in size, though not necessarily in importance, the enrollment in Durham.

Daily broadcasts from the new campus studio through the Portsmouth station bring agricultural bulletins, university news, book reviews, and a varied program of educational material to the people of the state. Students participate in this work as announcers as well as in all-student broadcasts prepared by their radio club. Other New England stations also carry programs prepared in Durham. By radio, the voice of the university is carried hundreds of miles from the campus and into many states.

The university campus has also become an important center at which people of the state can gather to discuss and plan and organize their varied interests. Dozens of conferences, training schools, athletic tournaments, and institutes meet in Durham every year. These are not the least of the contributions of the university to the welfare of the state.

The Agricultural Experiment station has worked on hundreds of problems affecting the prosperity of New Hampshire farmers

## THE PRESENT UNIVERSITY

during its existence, exactly how many, we will probably never know. Nearly 100 projects at a time are being worked out, some dealing with fundamental principles of agricultural science, others directed to the solution of specific practical problems. Through the station's publications, regular bulletins, special technical bulletins, circulars, and scientific contributions on many subjects, the products of this research are distributed throughout America and to foreign countries. Outstanding among the investigations now being carried on is the work of Professor E. G. Ritzman in animal nutrition.

The Engineering Experiment station was established by the trustees in 1929 to work on industrial problems of importance to the state. Funds provided by the state under a law passed in 1925 were being used for this purpose and the station was thus organized to ensure the best possible use of this income. Many of the smaller industries of the state which cannot afford independent research find this station of invaluable assistance to them in the improvement of old products or the discovery and development of new ones. Better information on raw materials and markets is supplied as well as suggestions for more efficient and economical operation of manufacturing plants.

Graduate study at New Hampshire dates back to 1893, the same year that the New Hampshire College of Agriculture and the Mechanic Arts moved from Hanover to Durham. Up to 1921, the catalogues carried a brief announcement with slight variations from year to year, that:

"The College offers opportunity for post-graduate study and upon the successful completion of a course of graduate study pursued in residence and approved by the faculty of the college, and upon the preparation of an original thesis satisfactory to the faculty of the college, the degree of Master of Science will be conferred."

The total enrollment for graduate study during the years 1903-1921 was 18 and the college conferred 11 advanced degrees.

From 1921 to 1925, under a committee on graduate degrees, graduate requirements were more specifically stated in the catalogues in terms of credit hours, majors and minors, and the required comprehensive oral examination. In addition to the degree of master of science, the degree of master of arts was also offered at this time. The total enrollment for these four years

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

was 50 and the college granted the degree of master of science to 11 and the degree of master of arts to one.

In the 23 years from 1903 to 1925, the college had a total enrollment of 90 graduate students and granted the master of science degree to 22 and the master of arts degree to one. These degrees were given in the following departments:

<i>Master of Science</i>		<i>Master of Arts</i>	
Chemistry	10	English	1
Education	5		
Entomology	1		
Zoology	4		
Horticulture	1		
Agronomy	1		

In spite of the informality of the administrative organization of graduate study during these years, a relatively large number of the few graduates continued their studies at noted universities and became active research workers in their respective fields.

The year 1925 marks the beginning of the publication of a little bulletin of graduate study, detailing the requirements for the advanced degrees and listing departments, courses, and faculty.

In 1928, graduate study was given formal organization as a Graduate school. The administrative functions were delegated to a director and an executive committee designated as the council. Dr. Hermon L. Slobin was appointed as the first director, a position which he continues to hold at the present time. It was the increased enrollment of graduate students in the Summer schools that gave impetus to the expansion in enrollment and services of the Graduate school. By 1930, about one-third of the enrollment of the Summer school was made up of secondary school teachers and administrators seeking advanced degrees. In 1930, also, the Graduate school added the degree of master of education.

In 1939, due to the influence of President Engelhardt, the graduate study was organized into six divisions, each division made up of related departments, and each under a division chairman; the divisions are as follows:

1. Biological sciences: Agronomy, Animal Industry, Botany and Bacteriology, Entomology, Horticulture, Poultry Husbandry, and Zoology.
2. Education.

## THE PRESENT UNIVERSITY

3. Engineering: Civil Engineering, Electrical Engineering, and Mechanical Engineering.

4. Language and Literature: English, French, German, and Latin.

5. Physical Science: Chemistry, Geology, Mathematics, and Physics.

6. Social Studies: Economics, Government, History, Philosophy, and Sociology.

To meet the needs of students with different objectives, the Graduate school permits a student either to concentrate in a subject or diversify his interests in several subjects of a division. In each case, a small number of approved electives outside of the division in which the student takes the major portion of his work are permitted.

To date, the University of New Hampshire has granted 505 advanced degrees: 196 master of science, 138 master of arts, and 171 master of education. These degrees have been conferred in the following fields:

### *Master of Science*

Agricultural and Biological Chemistry	15	Geology	1
Agricultural Economics	1	Horticulture	10
Architecture	1	Mathematics	13
Agronomy	1	Mechanical Engineering	1
Botany	12	Physics	1
Chemistry	60	Poultry Husbandry	1
Civil Engineering	1	Psychology	5
Education	12	Sociology	4
Entomology	14	Zoology	42
Forestry	1		

### *Master of Arts*

Education	14	Philosophy	3
English	30	Political Science	1
History	23	Social Science	31
Languages	33	Sociology	3

Although the cost of the Graduate school is very small, the contribution of the University of New Hampshire in giving opportunities for graduate study is not to be minimized. Graduate students in the fields of biological and physical sciences, both pure

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

and applied, have aided in important investigations and discoveries. About 300 teachers of the state of New Hampshire have received advanced degrees and are the better prepared to serve our school systems. Indeed, even the level of undergraduate education of the university has been elevated by virtue of the existence of a modest program of graduate study.

The university will now inaugurate the publication of a small annual booklet of the abstracts of the theses of candidates for the advanced degrees. The complete theses will be available in the university library and should prove of considerable value to workers in the respective fields.

Graduate school scholarships, carrying exemption from tuition, have been granted for a small number of New Hampshire residents. In addition, graduate assistantships in a number of departments have been made available which require half-time service at a stated salary. Enrollment in the school now numbers about 130 with a gradual increase keeping step with the improvement of facilities for graduate study. A considerable number of students, particularly in the field of education, are engaged in graduate work in the Summer school every year.

The Summer school, which began in 1921, was placed under the direction of Dr. Slobin the next year and so remained until 1927 when he resigned in order to devote all of his time to the Graduate school. In his place, Justin O. Wellman, professor of education, was appointed and served until his death in 1933, at which time Dr. Slobin took over the position again. Edward Y. Blewett was appointed chairman of the committee on the Summer school for 1938 and 1939 after which Dr. Arwood S. Northby has held the position. The school expanded rapidly during its first years, but the depression restricted its registration to a little over 300 for some time. Recently, the enrollment has increased to about 500 students. The largest enrollment is in the department of education, and a large number of courses are offered which are of special interest to teachers desirous of using their summer vacations for professional improvement.

In connection with the Summer school, a number of institutes and conferences are ordinarily conducted, some of special interest to groups of students and others drawing people who are not registered in the Summer school. The annual Library school provides training for librarians of towns in the state who are unable to secure professional training, as well as for school librarians

## THE PRESENT UNIVERSITY

and others connected with library work. The Writers' conference has become an established annual event, with a special staff of leading American writers providing instruction and advice for young writers and teachers of writing.

The Marine laboratory at the Isles of Shoals was established in 1928 following a suggestion by Dean C. Floyd Jackson that a group of buildings on Appledore island which was formerly connected with a summer hotel would make an ideal center for the study of marine life. Opportunities for research are offered to both graduate and undergraduate students, since the variety of specimens which can be secured from the neighboring waters and the laboratory equipment permit work along a number of different lines. Work in dissection and anatomy is offered for pre-medical students as well as special work for biology teachers. The number of students has grown from 14 during the first year to nearly 50.

The Forestry Summer camp located in the White Mountains at Passaconaway provides accommodations for 30 students who take special courses in practical forestry and conservation. A former summer hotel provides living accommodations as well as a laboratory and other equipment. The ideal location of the camp provides opportunities for the study of most of the northern forest types.

The university returned to the semester system in 1936, replacing the three term system which had been in force since the war. Freshman week, started in 1924, has become an increasingly important part of the student's preparation for college life. During this period, the members of the incoming class who have not taken the tests during the summer are given a series of tests which are used by faculty advisers in helping the student plan his work. By means of lectures and tours, the student is acquainted with the university, its traditions, its demands on the student, and the opportunities it offers. Professor George N. Bauer was appointed officer in charge of freshmen in 1928 and served until 1939.

Freshmen have been required to eat in the freshman dining halls since 1926, and the men have been assigned to rooms in Fairchild and East halls. Parties, guest nights, and other class enterprises have served to acquaint members of the class with one another and to improve class spirit. Hazing of freshmen has been opposed by the student council and is rapidly being eliminated altogether from the university. An open break with the past was

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

the abolition of the sophomore court by the student council in 1938. Five years before, the freshman exodus to Dover, with its usual battle at the bridge in Durham, and the poster fight were abolished. The supervised competitions of University day now take the place of the unrestricted hazing of the past.

Faculty-student cooperation has been improved by such means as the student advisory board which includes representative students from each department. The student council and other representative groups also cooperate with the administration in presenting the student point of view and advancing student needs and desires.

The university faculty was reorganized in 1937, and its legislative functions were transferred to the senate, composed of the principal administrative officers and elected representatives of each department of the university. The old administrative committee was also replaced by a university council of 21 members, including 15 administrative officers and 6 representatives elected by college caucuses in the senate.

The Alumni association still continues to be the major organization keeping the graduates in touch with their alma mater. Through the Alumni Fund plan, the Alumni college, Alumni day in June, Homecoming day in the fall, and Alumni Interviewing committees for prospective students, the association has proved of great value to the university. Since 1936, Eugene K. Auerbach, of the class of 1928, has been Alumni secretary and director of the Bureau of Appointments.

\* \* \*

The basic pattern of student life changes little, but such changes as do occur are significant of trends both in the university and in the world surrounding it. Of course, such an occurrence as the depression had a decided effect on student life. It has frequently been pointed out that young men and women graduating from high school and finding fewer opportunities than was the rule before 1929 have turned to higher education as a means to better preparation for the sharpened competition for employment.

The university undertook to meet the increased financial needs of the students. In this, it has had the generous assistance of alumni and others who have made gifts for scholarships or to the loan fund, as well as assistance from federal relief agencies. The forms which student aid has taken include the following:

## THE PRESENT UNIVERSITY

1. Tuition grants, 250 in number, given to freshmen who are residents of New Hampshire and who show need of financial assistance. These grants are for \$75 and are good only for the one year.

2. Scholarships, endowed by private donors and awarded to students whose scholastic records or general achievement deserve recognition.

3. Student employment paid for from university funds; this employment includes such jobs as janitors, waiters, proctors, assistants in laboratories, and faculty assistants.

4. Student employment paid for from funds provided by the federal relief agencies, such as, at present, the National Youth administration. These are largely jobs that would not ordinarily be done under the usual university routine, but which involve a genuine extra service to the university.

5. Student loans from a fund built up from university appropriations, private gifts, and from a few special sources such as the profits of the bookstore.

6. Deferred payments, permitting the student to pay his semester's expenses in installments instead of in a lump sum on registration day. While this does not effect any reduction in the amount to be paid, it does permit students to budget their expenses more evenly, a privilege particularly valuable to those who are earning their own way.

The number of scholarships available has increased greatly during the past 15 years. Added to the Conant, Lougee, and Valentine Smith scholarships have been the following:

1. The class memorial scholarships, from the income of funds donated by 18 classes, beginning with the class of 1922, each scholarship to be dedicated to the memory of one of the New Hampshire men who died in the service of his country during the World war.

2. The Ralph D. Hetzel interscholastic debating scholarships, three in number, established by the trustees.

3. The Hunt scholarship, established by the trustees at the request of the war department, in memory of Colonel William E. Hunt, '99, and Colonel Charles A. Hunt, '01, for the benefit of soldiers, or sons and daughters of soldiers in the United States army.

4. The Frank B. Clark fund of \$10,000, given by Frank B. Clark of Dover.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

5. The Edmund L. Brigham scholarships, two in number, given by Edmund L. Brigham of the class of 1876.

6. The New Hampshire Branch of the National Civic Federation scholarship, the income of a fund of \$1,100 given by the federation.

7. The S. Morris Locke memorial scholarship, the income of a fund of \$3,000 given by Mary D. Carbee of Haverhill as a memorial to Mr. and Mrs. S. Morris Locke.

8. The Cogswell scholarships, 20 scholarships of \$200 each and 10 of \$100 each given annually by the trustees of the Cogswell Benevolent trust of Manchester.

9. The Hood scholarships, five in number, worth \$200 each, given by Charles H. Hood, '80.

10. The George H. Williams fund of \$9,900, given by George H. Williams of Dover, the income of which is divided into four equal scholarships.

11. The Ordway fund of \$2,000, given by Martha H. Ordway of Hampstead, the income of which is used for a scholarship.

12. The Charles H. Sanders fund of \$3,000, given by Charles H. Sanders, '71, the income of which is used for a scholarship given in memory of the class of 1871, the first to be graduated from the institution.

13. The John N. Haines scholarship, the income from a fund of \$2,475 given by John N. Haines of Somersworth.

14. The Harvey L. Boutwell scholarship, the income of a gift of \$3,000 by Harvey L. Boutwell, '82, of Malden, Massachusetts.

15. The Currier-Fisher fund of New Hampshire's Daughters, the income of a gift of \$3,500 by New Hampshire's Daughters.

In addition to the scholarships listed, about 30 prizes of money, trophies, medals, or other forms of recognition are awarded annually to students who show special proficiency in various fields.

The loan fund has also received gifts from the following sources:

1. The John H. Pearson trust, a student loan fund established in cooperation with the trustees of the John H. Pearson estate of Concord.

2. The James B. Erskine loan fund, a gift of \$3,642 given by Dr. James B. Erskine of Tilton.

## THE PRESENT UNIVERSITY

3. The S. Morris Locke loan fund, a gift of \$20,000 given by Mary D. Carbee of Haverhill, in memory of Mr. and Mrs. S. Morris Locke.

4. The R. C. Bradley loan fund, established by the New Hampshire Poultry Growers' association.

The present regulations regarding repayment of student loans were put in effect in 1928 and provide that interest be charged at the rate of two percent until graduation, and five percent thereafter, and that the loans be repaid at the rate of five dollars a month beginning a year after graduation, ten dollars during the second year, and fifteen dollars a month thereafter, until the debt is paid. The amount of the loans doubled and redoubled during the early thirties although the percentage of students in the various classes who received loans increased only gradually, and not at all evenly. The size of the average loan per student did, however, increase markedly. In spite of hard times, the vast majority of borrowers have met their obligations quite promptly.

Both the supply of money available for student jobs and the demand for them have increased. The university has found employment of student help for certain kinds of work desirable both as an assistance to the students and as a means of securing excellent service. Funds supplied by the National Youth administration have nearly doubled the amount available for student employment.

Students also obtain many jobs beside those supplied by the university, which tries to keep in touch with the various employment opportunities offered to students, both to help them secure the positions and to see that conditions of employment are proper and suitable. New Hampshire students have not lost either in ambition or ingenuity in discovering ways to make money, as some of the interesting jobs taken during recent years would show. The summer is still the time in which to earn and save for the coming year. Over half the student body have to earn a large part of their expenses, and do so while carrying a full load of scholastic work.

Student organizations have flourished with the increase in enrollment and the greater opportunities for exercising special interests. National honorary or professional societies having branches on the campus include Phi Kappa Phi, scholastic honor society; Alpha Chi Sigma, chemistry; Alpha Kappa Delta, sociol-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

ogy; Alpha Sigma, architecture; Alpha Zeta, agriculture; the Economics club; Gamma Kappa, geology; Kappa Delta Pi, education; Phi Lambda Phi, physics; Phi Sigma, biology; Psi Lambda, home economics; and Tau Kappa Alpha, debate and oratory.

Musical organizations include the men's and women's glee clubs, the band, the symphony orchestra, the choir, the madrigal group, and *Granite Varieties*. Mask and Dagger admits to membership students who have participated in the production of two or more plays, and sponsors the production of three plays a year.

The departmental clubs include student branches of the American Society of Civil Engineers, the American Institute of Electrical Engineers, and the American Society of Mechanical Engineers; the Classical club; the Engineers club; the Forestry club; the French club; the Graduate Science society; the International Relations club; the Minnesaenger, a club for students of German; the Poultry club; the Psychology club; Scabbard and Blade, a national honorary society for students of military science; the Secretarial club; and the Sociology club.

Blue Key and Senior Skulls are social honorary societies for senior men. Mortar Board is an honorary society for senior women. Sphinx, organized originally by sophomores, has become an honorary society for junior men, limited to one member from each fraternity and one from the non-fraternity group.

One of the largest and most active organizations on the campus is the Outing club, which sponsors winter sports, mountain climbing and similar out-door activities and conducts the winter carnival and the annual horse show. It has acquired cabins at Mendum's pond, in Franconia notch, and at Jackson. Regular trips are taken for out-door recreation throughout the school year.

Folio is the successor to Book and Scroll. It is an entirely informal group of students who meet to read and discuss literature. The Poetry workshop, equally informal, has replaced Erato. Its meetings are devoted to the reading and discussion of poetry by students and by modern poets.

The Lens and Shutter club, the Yacht club, the Flying club, and Mike and Dial provide opportunities for students interested in these activities to secure the necessary equipment and enjoy the use of it. The Barnacles is a club of students and faculty members of the Marine laboratory at the Isles of Shoals. The university 4-H club includes students who have taken part in 4-H

## THE PRESENT UNIVERSITY

work before coming to Durham, and who wish to continue their interest.

There has been a slight increase in the number of fraternities and sororities on campus. Only one fraternity was discontinued during the depression, while Gamma Gamma Gamma was chartered as Gamma Mu chapter of Pi Kappa Alpha in 1929 and Delta Sigma Chi was chartered as Alpha Mu chapter of Tau Kappa Epsilon in 1932. Among the sororities, Delta Kappa received a charter from Kappa Delta in 1929; Sigma Omicron became Tau chapter of Theta Upsilon in 1930; and Epsilon chapter of Pi Lambda Sigma, a national Catholic sorority, was chartered in 1929.

A group of student organizations formed the Associated Student organizations in 1930 in order to improve the financial practices of the groups and insure a sound financial standing to all taking part. A faculty committee was appointed in 1934 to advise and help the fraternities in securing better management, collecting outstanding bills, meeting obligations, and planning a financial policy. The percentage of fraternity members on the campus is high compared to many similar institutions. The introduction of a quota system in pledging which gives due regard to the size of the fraternity house and its customary membership has improved the process of pledging. The women's organizations also pledge under a quota system. Casque and Casket, now called the Interfraternity council, has taken leadership in regulating campus interfraternity relations.

A blanket tax plan, covering subscriptions to the *New Hampshire* and the *Granite* and student government and class dues, was put into operation in 1934. By requiring all students to pay this tax before registering, it has been possible to spread the expense over a larger group so that the guaranteed income needed can be secured at a considerably smaller charge to each individual. The first year the tax was imposed it totaled \$4.25, as compared with \$10.50 which the same things would have cost under the old system. A committee of three faculty members and three students administer the tax and approve the budgets of the organizations operating under the tax. The student body votes annually on the acceptance of the tax for the following year.

Attempts to bring the commuting students into closer contact with campus life have led to the organization of the Association of Women Day Students and of the Men Commuters' club, both of which organizations participate in intramural competitions

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

and sponsor social affairs for their members. Women commuters have a recreation room set aside for them in the basement of Smith hall and there is a similar room for men in Murkland hall.

The Omvila club, an association of women students living off campus, has recently been formed to provide these women with opportunities for more social life and representation in student activities. The Cauldrons is an organization of non-fraternity men which participates in intramural activities and has representation in Sphinx and the student council. The Student Cooperative was organized in 1936 to provide board, and as the organization grew, rooms to students on a cooperative basis.

The annual Student Writer, an anthology of the best student writing of the year, was first published in 1928. The remarkable success which New Hampshire students have had in literary competitions has given this annual a special value and interest. New Hampshire has won the great majority of the Tri-State contests initiated in 1926 with the Universities of Maine and Vermont. Each university gives an equal sum toward prizes for the contests in story, essay, and verse. New Hampshire students have also won a good share of prizes in national competitions for college students. Since their graduation, several alumni have already begun to fulfill the promise of their undergraduate days with the publication of novels and volumes of poetry.

The older publication, the *New Hampshire*, started publishing two issues a week in 1935, a procedure made possible by the regular income guaranteed by the blanket tax. The *Granite*, likewise, has been able to introduce many improvements due to its improved financial position.

The religious life of the student body is organized and stimulated through Christian Work, the Newman club, and the Menorah society. Christian Work is a cooperative undertaking of a number of protestant denominations, as well as the state Y. M. C. A. and the Y. W. C. A., and the New England Student Christian movement. The organization maintains a resident pastor, under whose direction services of worship, social work, conferences, lectures and other activities are carried on. The Newman club, with the assistance of the priest of a neighboring parish, performs a similar function for Catholic students. The Menorah society, though not a strictly religious organization, provides a cultural center for Jewish students.

## THE PRESENT UNIVERSITY

The improvement of athletic facilities by the construction of Lewis fields, the university field house, the swimming pool, and other equipment has not been the only factor in bettering the program of physical education at the university. Sports and athletics have been increasingly incorporated into the regular educational work of the university. The Athletic association, a relic of the days when the students and alumni were forced to accept the responsibility for all student athletics, was abolished and a student advisory committee on athletic awards was given the responsibility of representing student opinion on athletic problems, and of participating in such matters as awarding athletic insignia, the selection of managers and cheerleaders, and ratification of athletic records. Required physical education for men students during their first two years, and women during their first three years in Durham has produced very beneficial results. Students have their choice of over a dozen different sports, which are taught and directed by an enlarged staff. Carefully correlated with this program has been the work of the teacher training curriculum for teachers and coaches of physical education. As the university accepts greater responsibilities in this field, the degree of benefit to the individual student can be expected to increase materially.

In intercollegiate sports, the competitions which occupy so prominent a place in the popular conception of college life, New Hampshire has won a firm standing among the smaller New England colleges. None of her teams win all the time, yet all of them win often enough to indicate that the level of competition is fair and beneficial both to the home teams and to the opponents. In winter sports, New Hampshire has always ranked among the strongest colleges in the country, a result which is scarcely surprising in view of the outstanding opportunities for this form of recreation which exist in the state. Intercollegiate leagues in which New Hampshire holds membership have been formed in baseball, basketball, and hockey.

To William H. Cowell, who served the university for 25 years as coach and director of men's athletics, must be given a great part of the credit for the establishment of high standards both in competition and in the betterment of student lives. His death in 1940 was mourned by students and alumni throughout the country and by those who had enjoyed the privilege of working with him in the intercollegiate athletic bodies in which he had

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

been so prominent. During his later years, when he was handicapped by illness, much of his work was delegated to a new football coach, George Sauer, and to Carl Lundholm, now director and associate professor of physical education and athletics.

The nickname of "Wildcats" for the New Hampshire athletic teams was selected by a vote of the student body in 1926 after a long period of discussion in the pages of the *New Hampshire*. "Maizie," the first of a long series of mascots, made her debut at the homecoming game in the fall of 1927. Hers was a brief and melancholy history for she died in a few months. The student council had her stuffed and mounted in a glass case, then wrote to other colleges which had wildcats as mascots for information on the care and nurture of the animals. A wildcat named "Bozo" was bought in 1932 and it was agreed that he would be named for the first player to score for New Hampshire against Harvard. Unfortunately, no one accomplished that feat. The third wildcat, bought in 1934, was to be named for the first man to score for New Hampshire in the Maine game but the first score was a field goal, so that there was some dispute as to whether the wildcat should be named Henry for the man who kicked the goal, or Charles for the man who made the first touchdown. Blue Key, which had charge of the wildcat, compromised by naming it "Butch," after Coach Cowell, and this has remained the official name for New Hampshire's mascot to this day.

The mayoralty campaign, a colorful interlude of frantic political monkeyshines, was first introduced in 1926 under the sponsorship of Blue Key. Five candidates vied for the honor and appealed to the "cit-i-zens of Dur-ham," in a style since made dear by tradition, to vote for a bewildering variety of dubious reforms. The first *mayor* was Laurence V. Jensen, of the class of 1927, who ran on a platform of:

"Individual Liberty, Less restrictions, Less Units,  
No Women Matrons in Men's Dormitories, A Voice  
in the Government of Your Affairs for each and every  
Citizen of Durham, regardless of sex and social affilia-  
tions."

Succeeding campaigns have only added variants in extravagant promises, fantastic costumes, or new versions of outworn jokes.

\* \* \*

## THE PRESENT UNIVERSITY

Three presidents have exercised the responsibilities of leadership during the last 15 years: Ralph Dorn Hetzel, who resigned in 1927, Edward Morgan Lewis, who served from September 1, 1927, until May 24, 1936, and Fred Engelhardt, who took office on April 1, 1937. In the interim between the death of President Lewis and the assumption of office by President Engelhardt, Roy D. Hunter, president of the board of trustees since 1931, was acting president of the university.

During President Lewis' administration, the university weathered the most difficult years of the depression, and due largely to his careful conservation of all available resources, succeeded in doing so, not only without any impairment of its services to students and the state, but with a very gradual and valuable improvement in standards of scholarship, teaching, and administration. President Lewis had declared it to be his chief purpose in accepting the presidency to work with the trustees and faculty in bringing about such improvements, an objective which was most successfully accomplished.

At President Engelhardt's inauguration on October 9, 1937, representatives of the students, faculty, trustees, state government, numerous colleges and universities, and a wide cross-section of all the organized interests of the state joined in welcoming the new president to New Hampshire. The number and variety of these representatives were indicative of the position which the university has come to occupy as well as recognition of the university's value and importance to the state which had been won by three-quarters of a century of patient service.

The University of New Hampshire is more than an institution of higher learning providing a liberal and professional education for the youth of the state. In the words of President Engelhardt's first report:

"The state university of today is functionally conscious of its place as a public service institution in many fields of human endeavor. In so far as it is within its legitimate scope it must disseminate the truth among the people; it must contribute to truth finding, as well as to the preservation of the truth. The university does not deal in books alone, nor are its researches carried on solely in the library and the laboratory; for in reality it finds its laboratories and classrooms in many parts of the state.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

"The university deals with human nature in many forms, with human problems, human aspirations, accomplishments, and failures. There is no work so plain and no interest so remote and yet within its jurisdiction but that the university registers concern for it . . .

"The state university of today endeavors to create an environment from which shall emanate understanding, appreciation, and betterment to reach an ever widening circle of citizens. Thus the university looks upon the wide spread application of the services of its scholars, of its researches, and of its extension workers as a most serious and important function."

In its seventy-fifth anniversary year, the University of New Hampshire can well be proud of the contrast between its present condition, its numerous active functions, its great annual contribution to the wealth and happiness of the state, and Ezekiel Diamond's struggling little trade school in Hanover. The ideal of democracy in education has been faithfully served throughout these years, and the soundness of that ideal has been demonstrated in the building of an institution which can and does offer every citizen an opportunity for self-betterment. The historian can predict only in the most general terms, but it can safely be predicted that as long as the ideal of democracy guides its work, the university will continue to advance and will continue to do its share in the task of making New Hampshire a better state in which to live.

# Index

## A

Abbott, J. B., 216.  
Abbott, W. S., 191.  
Absences, 174, 220.  
Act, of New Hampshire legislature authorizing the governor to accept land scrip, 9; of New Hampshire legislature to accept provisions of Thompson will, 93.  
Adair, Rollin Kirk, 59.  
Adams Act of 1906, 183.  
Adams, Forrest Eugene, 249.  
Adams, Isaac, 2.  
Administration Committee, votes to grant degrees to seniors who enlist, 231; abolished, 294.  
Administrative Functions, of New Hampshire college, carried out by others than the president of Dartmouth, 50; Administrative Work, efficiently organized, 175.  
Advanced Degrees, granted before 1903, 144; granted 1903-1912, 189; summary 1903-1940, 289-292.  
*Aegis*, quoted on officers of Culver Literary society, 43.  
Agricultural Building, 135-137, 279; Agricultural Club, 191; Agricultural College, not a favored name, 154; Agricultural Division, changes in, 173; publicity of, 184; Agricultural Education, and Mr. Morrill, 7; *Agricultural Education Historically Considered*, by Dr. Scott, quoted on finances, 34.  
Agricultural Experiment Station, established in New Hampshire, 55; early activity of, 58; board of control supervise construction of Nesmith hall, 99; staff of, increased, 163; Gibbs director of, 165; work of, 183-184, 287-289; Agricultural Experiment Stations, mentioned as of great assistance when they were to come in 20 years, 18; created by the Hatch act, 54-55; Purnell act for, 272-273.  
Agricultural Fairs, early, 4; Agricultural Society, in Rockingham county, 3.  
Agriculture, four-year courses in, 133.  
Agronomy, department of, 286.  
Alaska, colleges in, 8.  
Alden, Ruel, 126.  
Allen Hall, built, 33; at move to Durham, 97.

Allen, Ira, 15.  
Allen Lot, purchased, 31.  
Alpha Alpha Alpha, 192, 222; Alpha Gamma Rho, 257; Alpha Zeta, 191, 298; Alpha Kappa Delta, 297; Alpha Xi Delta, 222; offers cup to highest ranking sorority, 223; Alpha Sigma, 298; Alpha Tau Alpha, 190, 222; Alpha Tau Omega, 189, 190, 222; Alpha Chi Sigma, 191, 225, 297.  
Alumni, of Dartmouth college, discontent of, with President Bartlett, 70.  
Alumni of New Hampshire: toast offered to, 66; of Pittsburgh compliment action of the college, 181; sponsor track meet and prize speaking contest, 185-186; proportion contributing to fund for Memorial field, 255; Alumni Association, early, 65-66; prizes given by, 65; three-fold resolution on removal from Hanover, 95; passes resolution concerning the status of agricultural and mechanic arts courses, 121; until 1903, 163; 1903-1912, 186-187; and Memorial field, 254-256; gives gift for stands for Lewis fields, 283, at present, 294; Alumni Banquet, 188; Alumni College, 294; Alumni Cup, 223; Alumni Day, 294; Alumni Fund, 294; Alumni Interviewing Committees, 294; Alumni Register, 144, 186; Alumni Trustee, first provision for, 96; first elected, 163; second elected, non-resident, 187.  
*Alumnus*, the, reports total collection from the alumni for Memorial field, 255.  
Alvord, Henry E., 105, 106.  
American Institute of Electrical Engineers, 191, 298; American Legion Post of Portsmouth, 284; American Literary, Scientific and Military University, founded, 5; American Society of Civil Engineers, 298; American Society of Mechanical Engineers, 298.  
Anatomical Specimens, given to trustees, 118.  
Anderson, Edwin H., 222.  
Animal Husbandry, department of, 286.  
Appledore Island, 293.  
Armistice, of World War, 248.  
Army Overseas Educational Commission, 254.

# HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Arts Course Club, organized, 191.  
Arts and Science Club, becomes Liberal Arts club, 224.  
Associated Alumni of New Hampshire College, organized, 163.  
Associated Press, 258.  
Associated Student Organization, 299.  
Association of Agricultural Colleges and Experiment Stations, 105, 124.  
Association of Women Day Students, 299.  
*As You Like It*, 224.  
Athletic Association, formed, 155; adopts rule limiting the right to wear the insignia of the college, 161; advocates remodeling the barn for a cage and gymnasium, 175; activity of 1903-1912, 197-200; finances of, 228; activity of 1917-1925, 260-261; abolished, 301; Athletic Contests, intramural, 226; of college, 228-229, 301-302; Athletic Field, first job of the Athletic association, 155; Athletic Tournaments, meet in Durham, 288.  
Atkinson, Langdon, 93.  
Auditorium, 279.  
Auerbach, Eugene K., 294.  
Automobile, lectures on, 173.

## B

Bachelder, Nahum J., active candidate for presidency of the college, 107; signs protest sent to President Murkland, 111; sends letter to Granges as state master, 113; mentioned, 124; as governor at inaugural ceremonies of President Gibbs, 166; as trustee, 168.  
Bachelor of Agricultural Science, announced in twelfth report of the trustees, 39; Bachelor of Philosophy, announced in third report of the trustees, 39.  
Bacteriology, department of, 289.  
Bailey, Dr. C. H., 65.  
Bailey, E. A., 65.  
Bailey, L. J., 126.  
Bailey Chemical Prize, first given, 65.  
Ballard Hall, history of until 1903, 139; leased and bought by the college, 208; use of since 1932, 282.  
Ballard, William P., graduate of the first class, 22; officer of Alumni association, 1885, 66.  
Band, military, organized 1906, 194-195; of University, 298.  
Bangs, John Kendrick, 227.  
Barbadoes Pond, military spring training camp at, 263.

Barn, new in 1875, 33; on college farm in Hanover, 48; of first group of buildings in Durham, 98; commencement exercises in, 100; mentioned in quotation on early controversies in Durham, 102; burns in 1894, 139; built, 181.  
Barnacles, 298.  
Barnard, Daniel, 1.  
Barnard, H. L., 56.  
Barnwell, Lieutenant, 246.  
Barracks, built, 242; a problem, 264-265.  
Bartlett, D. B., 152.  
Bartlett, Colonel John H., 245.  
Bartlett, Mary, 146.  
Bartlett, Dr. Samuel Colcord, administration of as president of Dartmouth college, 16, 47-74; and Dartmouth student body, 33; elected president of the faculty of New Hampshire college, 49; New Hampshire college under care of, 51; personality of, 69; dispute with, 69-72; and scientific education, 70; charges against, 71; mentioned, 92; concerning moving New Hampshire college, 95; mentioned, 96.  
Baseball, team of college formally organized, 156; 1903-1912, 199; game between sailors from Portsmouth Navy Yard and training detachment team, 245.  
Basketball, before 1903, 157; 1903-1912, 200; for girls, 261.  
Bass, Governor Robert P., 182.  
Batchelder, R. E., 217.  
Batchelder, V. W., 224.  
Bates College, plays in football, 156.  
Bates, Sarah L., 216.  
Bath House, built, 281.  
Bauer, Dr. George N., 293.  
Beard's Creek, rope pull across, 226.  
Beech Hill, ski jump erected on, 258.  
Belgium, gift to, 230.  
Ben Greet Players, 227.  
Benner, A. W., 214.  
Beta Sigma Alpha, 257; Beta Phi, history of, 189; wins Alumni cup for first two years, 223.  
Bickford House, history of, 208; as infirmary, 245; as hostess house, 246.  
Bicycling, before 1903, 157.  
Big Jays, order of, 154.  
Big Sister Group, revived after the war, 258.  
Bingham, George H., 168, 206.  
Biological Institute, 286; Biological Society, 151.  
*Birds*, 151.

## INDEX

Bissell Gymnasium, in Hanover, 15.  
Blanchard, George A., 271.  
Blanket Tax, plan proposed in the *New Hampshire*, 228; adopted, 299.  
Blanpied, Benjamin T., added to the faculty, 39; takes over Professor Dimond's duties, 47; represents college on institute tours, 57; testifies against President Bartlett, 71; mentioned, 96.  
Bleachers and Stands, 279.  
Blewett, Edward Y., 292.  
Blue Key, organized, 257; mentioned, 298; in charge of the wildcat, 302; sponsors mayoralty campaign, 302.  
Board of Agriculture, of New Hampshire: is second state board in the country, 3; meets in Culver hall, 28; is determined to fight, 114; Board of Control, of the Agricultural Experiment station, first elected, 55-56; directs the building of Nesmith hall and the new barn, 99; Board of Trustees, of Dartmouth: not in favor of establishing a separate college, 11; committee from New Hampshire college asks, for a building, 23; protests against the act increasing the board of trustees of New Hampshire college, 78; Board of Trustees, of New Hampshire college: first chosen, 12; presidency of, not given to President Bartlett, 49; limit the amount of instruction by non-faculty members, 50; dissatisfaction with, in the dispute with Dartmouth, 78; change of election of and composition of, in the act to remove the college, 95; legislature provides for the election of Alumni trustees, 96, 163, 187; quoted in responding to the state board of agriculture, 113; changes in to 1914, 167; vote to have a bill of a permanent financial policy introduced into the legislature, 271; vote to return part of the mill tax appropriation to the state to relieve the tax problem, 278; quoted on the work of Dean Pettee, 285.  
Boarding Clubs, 1903-1912, 193; 1912-1917, 221.  
Bond, C. C., 224.  
Bond Issue, in 1939 for buildings, 280.  
Bonfire Hill, mentioned, 209; tree planting ceremony in 1919 below, 254.  
Book and Scroll, 298.  
Book Salesmen, 146-147.  
Bookstore, in the Orphanage, 160; profits of, 295.

Booma, Frank, 249.  
Boston Alumni Club, makes promise to raise money for new athletic field, 255; Boston Braves, 283; Boston College, football games scheduled with, 229; Boston English School, ties for second place in the first track meet, 186; Boston Journal, on percentage of agricultural graduates, 67; on Thompson will, 93; Boston and Maine Railroad, Benjamin Thompson's agreement with, 86; shares in, 87; move tracks, 99, 181; gives money to college, 176; Boston Globe, quoted on picture fight in 1904, 159; Boston to Portland Stage, 84; Boston University, president of, at inauguration of President Fairchild, 200.  
Botany, department of, 286.  
Boutwell, Harvey L., at inauguration of President Gibbs, 166; as Alumni trustee, 168; quoted on resignation of Professor Parsons, 169; elected first non-resident Alumni trustee, 187; at first Founders' night, 188; greets President Fairchild on behalf of the trustees, 206; gives to scholarship fund, 296.  
Bowdoin, football games with, 199.  
Bowker, W. H., 126.  
Bowler, Edmond W., 278.  
Boxing, 260.  
Boyer, Major Guy, 240.  
"Bozo," 302.  
Brackett, George, opens lunch room, 221; mentioned, 227.  
Brackett, William H. L., and the student strike, 202; most popular student, 1912, 203; baseball fields named for, 284.  
Brackett Fields, dedicated, 284.  
Bradford, F. C., 239.  
Brewster Academy, football with, 156.  
Bridge, over railroad tracks, 284.  
Bridges, Governor H. Styles, 284.  
Brien, Armand Alfred, 249.  
Brigham, Edmund L., 296.  
Brigham, J. H., 116.  
Brockton Fair, 191.  
Brooks, Charles, 168.  
Brown, A. H., 237; Brown, Governor Albert O., 265; Brown, Delia, second woman student, 64; Brown, Edward H., 9; Brown, Elisha R., 88; Brown, Governor Fred H., 267; Brown, John, shop foreman, 105; Brown, Warren, first president of the board of control of the Agricultural Experiment station, 56; as trustee, 167.

# HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Brown University, comparing with state colleges, 219.  
Bryan, William Jennings, 193.  
Bryant, O. F., 191.  
Buchanan, President James, vetoes a land grant bill, 8.  
Buck, A. M., 191.  
Bugbee, R. J., 224, 237.  
Building, four-year moratorium on, 278-279; new program of, initiated under direction of President Engelhardt, 285.  
Buildings, of Dartmouth in 1868, 15-16; Buildings, of New Hampshire college: needed in first year according to the trustees' report, 21; second of, 31; in Hanover, used at the present time, 32; two of the first three built after 1867 in Hanover because of the agricultural college, 35; toast offered to, 66; first, in Durham, 98; bond issue for, 280.  
Bulletins, to meet the war emergency, 238.  
Bunker Hill, 84.  
Bunker, Mabel, 146.  
Bureau of Appointments, 294.  
Burleigh, George W., 9.  
Burleigh, Robert F., represents the college on institute tours, 57; officer of Alumni association in 1885, 66.  
Busiel, Governor Charles A., vetoes bill for women's building, 135; signs compromise Leach bill, 122; vetoes bill for women's dormitory, 141.  
Business Office, 287.  
Bussey, Benjamin, 4.  
"Butch," 302.  
Butler, Ormond R., 168.  
Butterick, Secretary Wallace, of General Education board, 214.  
Buzzell House, 189.

**C**

Caldwell, Captain Vernon A., 171.  
Caldwell, William H., lectures in Institute course in 1896, 128; as trustee, 168.  
Calendar, Academic, of Dartmouth, revised in 1866, 37; Calendar, Academic, of New Hampshire college: how divided, 36; until 1877, 37; changed in 1877, 51.  
Campus Studio, 288.  
Cane Rush, before 1903, 158-159; 1903-1912, 201-202; rope pull substituted for, 226.  
Canning Demonstrators, selected for work in the state, 238.  
Carbee, Mary D., 296, 297.

Cardullo, Forrest E., appointed to faculty, 170; chairman of committee on student welfare, 175; suggests establishing a textile school, 174.  
Carlisle, Lawrence A., 215.  
Carnegie, Andrew, 179.  
Carnegie Foundation, and teachers' security, 171; gift of, to the art division of the library, 285.  
Carney, Albert, 23.  
Carnival Ball, custom of, introduced, 259.  
Cartland, Charles S., 90.  
Case, George W., 278.  
Casque and Casket, organization of, 190; reorganizes the student council, 192; becomes Interfraternity council, 299.  
Caswell, Percy W., 271.  
Catalogue for 1883-1885, quoted on entrance requirements, 52.  
Cate, Asa P., 21.  
Cattle, gifts of blooded stock, 48; of college, 138.  
Cauldrons, 300.  
Caverno, John L., 160.  
Caverno's Store, housed central office of telephone line in Durham, 142; soda fountain installed in, 160.  
Celebrations, of men of the training detachments, 245; biennial of students, 265.  
Central Park, Dover, home football games played at, 198.  
Certificates, given to students who had completed a satisfactory teacher training course, 132; given to those completing the ten-week course in agriculture, 185; sent to all former eligible student athletes, 261.  
Chamberlin, G. H., 152.  
Chamberlin, James S., 271.  
Championship Team of 1920, gold footballs given to, 260.  
Chandler, Abiel, 5.  
Chandler, Lillian, 149.  
Chandler Scientific School, early course of study at, 4-5; Visitors of, object to the first contract, 13; location in 1868, 15-16; adversely compared to New Hampshire college, 39, 51; entrance requirements of, 52-53.  
Change of Name, 266-267, 275.  
Chapel, required daily at Hanover, 62; until 1903, 162; requirements reduced, 195-196.  
Charles H. Sanders Fund, 296.  
Charles Harvey Hood House, built, 282.  
Charlie Chaplin Comedy, given on first New Hampshire day, 226.

## INDEX

Charter, of the University of New Hampshire, brought to Durham, 267.

Chase, Carl, 194; Chase-Davis Memorial Medals, 194; Chase, Dudley T., endorses college, 60; quoted on the purposes of the college, 119; Chase, F. O., 191; Chase Farm, purchased by Professor Dimond to hold for the college, 29.

Cheer, first of the college, 161.

Checker Club, 195.

Chemical Colloquium, founded, 191.

Chemistry, department of: early excellence of, 133; need for building for, 280.

Cheshire County, and Conant scholarships, 33; carefully canvassed each year, 34.

Chesley, Guy E., 271.

Chess Club, 195.

Child, R. Towle, 215.

Chi Omega, history of campus chapter of, 222; offers prize for sociology thesis, 223.

Choir, 298.

Choral Society, 151.

Christian Association, organizes employment bureau, 221; activity of, 1912-1917, 228; activity of, 257; Christian Endeavor Society, until 1900, 162; Christian Fraternity, organized, 60-61; records of, 61; Christian Work, 300.

Churchill, Colonel Winston, lectures at Roosevelt club rally, 194.

Civil Engineering, courses in early, 133; course in developed, 278.

Civil Works Administration, 280, 283.

Clark, Charles H., lectures in 1894 Summer school, 125; earns first advance degree granted by the college, 144; Clark, Frank B., 295; Clark, Morris, 9; Clarke, Greenleaf, 75; Clarke, John B., 12.

Class, first in Hanover, 22-23; first in Durham, 143; Class Banquet, 1903-1912, 202-203; abolished, 226; Class Contests, 1903-1912, 201-203; 1912-1917, 225-226; 1917-1925, 262-263; the mayoralty campaign, 302; Class Dues, covered by blanket tax, 299; Class Memorial Scholarship, 295; Class of 1880, history of, 58-59; Class of 1892, commencement of, 100; Class of 1893, commencement of, 100, 101; Class of 1895, make survey of the town of Durham, 135; Class of 1896, second one-man class, 143; Class of 1899, set out the first class trees, 160; Class of 1901, win privilege of carrying canes to Sunday chapel, 159; Class of 1914, and the student strike, 202; Class of 1920, plan to double its quota for new athletic field, 255; Class of 1923, and change of name, 267; Class Picture, of freshmen: in 1904, 159-160; continued after 1917, 226; Class Trees, set out after 1896, 160; Classes, size of between 1877 and 1892, 59.

Classical Club, 298.

Clough, D. M., 26.

Coaches, of athletic teams before 1903, 155.

Coal, shortage of, 234.

Codicils, of Benjamin Thompson's will, 87-90.

Cogswell Benevolent Trust, 296; Cogswell Scholarships, 296.

Cohos, County of, 83.

Colby, Anthony, a member of committee to investigate possible procedures of founding the college, 9; appointed by Dartmouth trustees to be on first board of trustees of New Hampshire college, 12.

*Cold River Journal*, quoted on controversy with the Grange, 115.

Cole, Florence V., 195.

College Bureau of Recommendations, 213; College Club, revived, 193; College Day, 1921-1923, 262-263; College Farm, in Hanover. description of, 47-48; College Funds, administration of, 50-51; College Inn, The, 145; College of Liberal Arts, new curricula introduced, 277, 278; housed in Murkland hall, 280; aids in Extension work, 288; College of Technology, new curricula introduced, 278; aids in Extension work, 288; *College Monthly, The*, quoted on Murkland's successful first year as president, 109; quoted on field excursions of the Summer school, 125; quoted on lack of students at Institute courses, 128; quoted on lack of students in two-year course, 131; advocates a one-year preparatory course coming directly from common schools, 131; boasts of the number of agricultural students at New Hampshire college, 134; quoted in praise of the introduction of non-technical subjects, 134; quoted on surveys made by the class of 1895, 135; on facilities of Morrill hall, 138; praises efficiency of students in fire-fighting, 139; quoted on need of a hotel in Dur-

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

ham, 140; quoted on women students after 1895, 141; quoted on the Whitcher water system, 141; quoted concerning an eating club, 145; rooms advertised in, 146; quoted on student labor, 146-147; on merits and demerits of canvassing to earn college expenses, 146-147; quoted on early prize given by C. H. Hood, 147; quoted on difficulty of returning from dancing schools in Dover, 150; on a meeting of the Natural History society, 151; on the quality and quantity of the singing in chapel, 151; on the Glee club, 152; quoted on tennis courts, 157; quoted on the cane rush in 1895, 158; quoted on military drill, 163; quoted on new regulations for absences, 174; quoted on possible actions for the student welfare committee, 175; on graduates working out of the state after graduation, 186; special alumni issue, 188; quoted on first ceremonies of Casque and Casket, 190; quoted on the history of the Glee club, 194; history of, 1903-1911, 197; College Pin, 161; College Songs and Cheers, need for, 160-161; College Street, now Garrison avenue, 142; College Year, revision of, 247.

Colorado, 94.

Commencement, of class of 1892, of class of 1893, 100; Commencement Banquet, 188.

Committees, of the board of trustees: of two to go over the college accounts in 1877, 45; on building, 102; on building the gymnasium, 176; Committees, of the faculty of New Hampshire college: to go to meeting of the Dartmouth trustees to ask for a building for the college, 23; on building an Experiment station building, 55; Examining, quoted on women students, 64; of seven in charge of vocational work in the college, 240; on student organizations, 259; on admissions, enlarged, 276; Committees, of the Grange: on the propriety of moving New Hampshire college from Hanover, 75, 78-82; on Education, 114; on the Agricultural college, 114; Committees, of the legislature: to investigate possible procedures for establishing a college, 9, 11; on propriety of moving New Hampshire college from Hanover, 74-77; of ten to investigate the problem of the

will, 93; special on removal to Durham, 95; on Appropriations concerning the mill tax plan, 271; of investigation, joint, concerning the mill tax, 271; Committee of Three, to supervise the building of Culver hall, 24; Committee on Education and Special Training, organized, 240; Committee on Food Production, 239, 240.

Communications, between Wilder and Thompson, 6.

Commuting, difficult in early days, 141. Comings, E. S., 66.

Comings, Frederick P., first alumni trustee, 163.

Commons, mentioned, 146; built, 210, 269; released for the use of men, 282; wing added to, 286; and Fairchild hall, wing proposed between, 269.

Competitions, literary, 300.

Conant, John, gift of, mentioned at dedication of Culver hall, 26; visits Hanover and plans for gifts to the college, 29-31; death of, 44-45; letter quoted on criticism of Professor Dimond, 45; mentioned, 95; will of cited in controversy, 114, 121; picture of given to the trustees, 148.

Conant Agricultural Society, 150; Conant Hall, in Hanover: legislature votes appropriation for, 31; built, 31; dining room in, 31-32; free rooms provided in, from the surplus income of the Conant fund, 32; bought by Dartmouth, 32; superior accommodations of, 39; at move to Durham, 97; Conant Hall, in Durham: of the first group in Durham, 98, 99; chemistry department given full use of, 207; small fire-proof building behind, 208; Conant Scholarships, history of, 32-33; limited to agricultural students, 32; basis upon which given, 33; in 1890, 61; all income used yearly, 136; reduced in number, 147; mentioned, 180, 295.

Concord, first meeting of the board of trustees held in, 12; first New Hampshire turnpike to, 84; *Concord Independent Statesman*, on acceptance of the Thompson will, 92; quoted on undesirability of President Murkland's appointment, 112; opposes President Murkland in the Leach bill controversy, 118.

Concrete Division, work of, 242; Concrete Walks, built, 242; bought, 265. Conferences, held on campus, 288.

## INDEX

Congregational Church, of Durham, and Benjamin Thompson, 86-87.

Congress, of United States: passes the land grant bill, the Morrill act, 7-8; passes the Hatch act, 54; mentioned, 89; passes Second Morrill act, 105; passes the Purnell act, 272-273.

Congreve, Edith Angela, Mrs. Shirley Onderdonk, 180; Congreve Hall, built, 180, 269; wings added to, 286.

Connecticut Agricultural College, early set up as a model for New Hampshire college, 115; mentioned in quoted passage on the growth of state colleges, 219; Alpha Tau Alpha chapter sponsored at, 222; schedules tennis matches with, 229.

Connecticut River, population shifts toward, 83.

Conner, J. M., 79.

*Coniston*, 194.

Connor, Dutch, 260.

Conrad, Joseph, 253.

Construction, on the campus, 242.

Contract, first, signed by Dartmouth and New Hampshire college, 12; second, with Dartmouth, 13; with Dartmouth, said to be broken by act increasing the board of trustees of New Hampshire college, 78.

Corbett, Mary J., 228.

Corliss, H. P., 191.

Cornell, Ezra, quoted on the purposes of colleges, 205; Cornell University, organization of, 34; admits women, 65.

Correspondence Courses, in reading organized, 184-185; in use of measuring instruments started, 212.

Corriveau, Paul Edward, 250.

Corson, H. P., 197.

*Country Squire, The*, 160.

County Agents, in New Hampshire: early, 214-217; in home demonstration and boys' and girls' club work in each county, 272.

Course, optional, established in 1881, 52; regular, increased to four years, 52; of study in Hanover, 54; Courses, schedule of, 132; offered, 132-135.

Cowell, William H., appointed to faculty, 229; and the Intercollegiate Athletics conference, 261; at first football training camp, 261; wildcats named after, 302; death of, 302.

Crescent Club, organized, 193.

Creamery Building, 136, 138.

Crafts Cottage, history of, 140.

Crop Report, of the United States for 1918, 240.

Croquet, 157.

Crosby, Thomas R., 23.

Crosby Street, in Hanover, originally part of the Allen lot, 31.

Cross Country, separated from track, 260.

Cross, Principal, 149.

Crossman, Ralph W., 144.

Culver, General David, member of investigating committee, 9; offer of, 9; death of and trouble over the estate of, 11, 24; hall named for, 24; will of, in controversy over the chief activity of the college, 114, 121; Culver, Mrs. David, bequest of, 24; Culver Estate, agreement of, with Dartmouth, 13; Culver Farm, in Lyme, offered as a possible site for the college, 9; Culver Hall, planned to be the best on campus at Hanover, 25; erected, 25; dedicated, 25-27; pride of the college in, 27; eventual uses and fate of, 27-28; Q. T. V. meetings held in, 61; dispute over the use of, 68, 74; settlement concerning, 97; indignation over settlement of, 137; Culver Literary Society, in Hanover, 43-44; toast offered to, 66; history of, 152-153; *Culver Literary Journal*, compiled by Culver Literary society, 44.

Current Events Club, 151, 195.

Currier-Fisher Fund, 296.

Curry, B. E., 169, 239.

Curtis House, present, history of, 140.

### D

Dairy Barns, built, 282; Dairy Cow Test Association, organized, 214, 217; Dairy Building, built, 181.

Dalglish, H. M., 194.

Dances, in the eighteen nineties, 149-150; rules concerning, 260; Dancing Schools, numerous before 1903, 150.

Daniell, Warren F., 75.

*Dartmouth, The*, quoted on the dedication of Culver hall, 26-27; mentions the first gas light used in Hanover, 28; prints article concerning the removal of New Hampshire college, 35; criticises the agricultural course, 36; censored because of the criticism of the agricultural students, 36; editors of, 43; on the property of New Hampshire college, 97.

Dartmouth College, founded, 2; early graduates, 2; offer in regard to the

# HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

establishment of the college, 9; buildings of, 15-16; as New Hampshire's only college, 18; appropriates from Culver fund for the building, 24; buys Conant Hall, 32; settlement with, concerning Culver hall, 137; plays New Hampshire college in basketball, 157; president of, at inauguration of President Fairchild, 206; compared with state colleges, 219; winter carnivals at, 225, 259; football games scheduled with, 229, 260; Dartmouth College Library, at beginning of President Smith's administration, 41-42; Dartmouth Hall, 15; Dartmouth Hotel, 15.

David, Professor, chairman of committee on athletics, 175; a judge of the first prize speaking contest, 186.

Davis, Gilman W., 43; Davis, Jefferson, trial of, 1; Davis, John Worthen, 194; Davis, Lucetta M., provision in will concerning, 87; letter to quoted, 103; Davis Park, 174; Davis, Thomas J., gives land to the college, 174; gives gift for medals for judging teams of ten-week students, 201.

Dean of Women, 212.

Dearborn, Ned, receives only earned doctor of science degree ever granted by the college, 144; directs Glee club, 152.

Debates and Discussions, of Culver Literary society, 152; Debating, 1915, 224; Debating Club, organized, 257-258.

Deferred Payments, 295.

Degrees, bachelor of philosophy and bachelor of agricultural science announced, 39; early granted, 144; granted, 1903-1912, 189; granted to seniors who enlist, 231; and the change of name, 266; granted for graduate study, 289-292.

Delta Kappa, 257, 299; Delta Xi, 189; Delta Pi Epsilon, 256; Delta Sigma Chi, 299.

DeMeritt, Albert, water system of, 101; as secretary of the finance committee, 106; on the controversy on the Leach bill, 121; opposes the Leach bill, 122; builds building later known as Ballard hall, 139; barn of, housed stock of college after fire, 139; contracts to grade the athletic field, 155; tries to get an engineering building for the college, 182; a judge of first prize speaking con-

test, 186; gains engineering building for the college, 206-207; death of, 207; DeMeritt, Elizabeth P., revives Big Sister committee, 258; organizes Girls' Student Advisory Council, 259; practice house named for, 282; DeMeritt, George, 150; DeMeritt Hall (Ballard hall), mentioned, 97; built, 139; boys of, mentioned, 141; baseball team plays "Hotel Schoonmaker," 156; DeMeritt Hall, built, 206-208.

Demobilization of Student Army Training corps and vocational units, 248-249.

Departmental Clubs, 298.

Deputation Work, 259.

Derry, deputation teams visit, 196.

Detachments, first of vocational, arrives, 241.

Dewey Decimal System, first used in state by Dr. Scott, 178.

Dewey, E. P., and the Christian fraternity, 60; officer of Alumni association, 66.

Dickinson, Milan A., 271.

Dimond, Ezekiel, recommended for professorship at the college, 12; appointed first professor of New Hampshire college, 13; arrives at Hanover and takes up his new work, 15; task that faces him at outset, 16; his work as first professor, 19; commended President Smith on his work with the school, 19; quoted on beginnings of land grant colleges, 20; quoted on differences between New Hampshire college and the Dartmouth schools, 20; quoted on purpose of the college, 21; had circulars printed to attract students, 22; on first faculty, 23; and the legislature of 1869, 24; at dedication of Culver hall, 27; memorial sketch of life by Walker quoted, 31; supervises construction of small buildings, 32-33; conducted all chemistry courses in Hanover, 35; asks Pettee to teach in New Hampshire college, 38-39; last years and death of, 44-45; criticised by Conant, 45; leave of absence, request voluntary, 46; death of, 47; mentioned, 96, 123; picture of given to trustees, 148; little trade school in Hanover of, compared with present university, 304; Dimond, Mrs., tea service of impressed Mr. Conant much, 30; receives what was due to the estate by the college, 45.

## INDEX

Divisions, of graduate study, 290-291; list of "courses" quoted, 211.

Dixon, Captain Dan T., in charge of training detachments in Durham, 243; during influenza epidemic, 246.

Dormitories, need for early, 98; for women requested, 135; built, 269, 279.

Double Quartet, 151.

Dover, Durham early a part of, 83; Dover Chamber of Commerce, presents flag to University, 267; *Dover Daily Democrat*, quoted on acceptance of the will, 91, 92; *Dover Enquirer*, quoted on estate of Benjamin Thompson, 90, 92; opposes the Leach bill, 118; Dover High School, New Hampshire college plays in football, 156; Dover Opera House, 160.

Dow, Edward, builds Culver hall, 25.

Dow and Randlett, architects of first group of buildings in Durham, 98-99, 102.

Dowd, Sergeant Leo, 244.

Drake, George W., 79.

Drama, stock companies visit Dover, 160; Dramatic Club, non-existent until 1912, 195; organized, 223-224; girls organized, 257.

Dresden, Germany, 13.

Dudley, Charles, 156.

Dunbar Male Quartet and Bellringers, 227.

Duncan, George H., 271.

Durham, early settlement of, 83; population of, 84; dispute over moving to, 94-95; home of New Hampshire college in fall of 1893, 102; survey made of town of, 135; changes in town in the eighteen nineties, 142; Durham College, not a favored name, 154; Durham Library Association, and Benjamin Thompson, 85-86; incorporated, 177; Durham Social Library, 177; Durham Spring Water Company, formerly the Whitcher-Pettee System, 141; Durham Town Library, 177.

### E

Early, Charlie, 244.

East Hall, freshmen assigned to rooms in, 293; East Wheelock Street, Dartmouth hotel on corner, 15; on one end of Crosby street, 31.

Eastman, E. G., 95; Eastman, Ira A., 12; Eastman, M. Gale, 216.

Eating Clubs, 145-146.

Eaton, Hosea, 2; Eaton, Major Stanley G., in charge of S. A. T. C., 247; declares a holiday after Armistice is signed, 248.

Eckman, Otto L., promotion of, 168; on committee on livestock of the committee on food production, 239. Economics, department of, 212; Economics Club, 224, 298.

Edgerly, First-Lieutenant George W., 171.

Edmund L. Brigham Scholarship, 296. Education, courses in mentioned, 132; department of, 212; use of Ballard hall, 282, 286; *Educational Methods and Ideals*, inaugural address, 110-111.

Elam, George Henry, 250.

Elective Courses, in 1883, 53.

Electricians Division, work of, 242-243.

Electricity, introduced in Hanover, 28; early, 101; early in Durham, 141.

Eliot, Charles, 99.

Elizabeth DeMeritt House, 140; built, 281-282.

Ellsworth, P. F., 191.

Embargo of 1807, 84.

Emergency Fund, of Governor, money appropriated from, 264; Emergency Relief Administration, 280-283.

Emerson, Charles F., Dartmouth instructor teaches at New Hampshire, 23; faculty member, 50.

Enaichsee, Murkland a former candidate as president of Dartmouth, 108; quoted on Mr. Murkland's first visit to Durham, 109; quoted to defend New Hampshire college in Grange controversy, 116; quoted on program of Institute in 1894, 126; quoted on success of first Farmers' Institute in 1894, 127; quoted on non-resident courses in 1894, 129; history of, 152.

Engelhardt, President Fred, administration of, 285-304; is appointed president, 285; quoted on those who are helped by the Extension service, 288; influences reorganization of graduate study into six divisions, 290; takes office, 303; inauguration of, 303; quoted on purpose of state universities, 303-304.

Engineering Building, need for, 181-182; built, 206-208; Engineering Department, suffers from lack of room, 173; Engineering Experiment Station, established, 289; Engineering Society, organized, 191; Engineers Club, 298.

English, department of, 286.

Enrollment, of students 1893-1912, 188-189; 218-219; 256; from out of state, 272; 1925-1941, 275-276.

# HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

*Ensilage*, one of first four bulletins of Experiment station, 58.  
Entering Class, first, 22; 1925-1928, 276.  
Entomology, department of, 286.  
Entrance Requirements, of Chandler school, 69; of New Hampshire College, 36; standards for revised, 1883-1885, 52; compared with those of Chandler Scientific School, 53, 171; 1912-1917, 220.  
Equipment, first bought by Dimond in Europe, 13; bought in Europe, the entire physical property of the college, 15; certain kinds of, lacking, 135.  
Erato, 298.  
Erskine, Dr. James B., 296; Erskine Mason Memorial Prize, established, 147.  
Evans, Harry W., quoted on an eating club, 145.  
Executors, of Benjamin Thompson's will, 88.  
Exhibits, at fairs, 185.  
Exodus to Dover, 294.  
Expenses, of students: earned by students in summer and winter, 36-37; of college year 1890-91, 61; early years in Durham, 144, 146-147.  
Experiment Station Building, at Hanover: still in use, 32; erected, 55; cornerstone laid, 56-57; bought by Thayer school, 97.  
Experimental Farm, needed first year, 22; one of chief needs of college, 28; Experimental Machine Shop, needed during first year, 22.  
Experimental Work, Mr. Sanborn quoted on, 48; Experiments, series of under Sanborn, 47.  
Extension Service, 54, 57; formally organized, 184; 1912-1917, 213-218; act concerning, 272; moved to Thompson hall, 286; recent work of, 287-288.

## F

"Facilities," defined for Dean Pettee, 166.  
Faculty of New Hampshire College: first professor appointed, 13, 15; first year, 23; list quoted from trustees' report for 1879, 50; increase in, 163, 168-171; reorganization of, 294; Faculty Club, mentioned, 99; organized, 195; building of, 259; Faculty Row, new houses built along, 103; Faculty-Student Cooperation, 294.

Fairchild, Edward Thomson, administration of, 205-232; appointment of, 205; administration of, summary of accomplishments, 231; death of, 231; mentioned concerning change of name, 256; Fairchild, Mrs., Y. M. C. A., 228; Fairchild Hall, built 208; freshmen assigned to rooms in, 293.  
Fairs, exhibits at, 1903-1912, 185; agricultural exhibits, 191.  
Falconer, Reverend Robert C., 247.  
Farm Bureaus, 218, 272; Farm Bureau Federation, 218; Farm Labor, committee on food production concerned with, 240; Farmers' Associations, become Farm Bureaus, 218; Farmers' Council, 94; Farmers' Institutes, beginnings, 57; first years of, 125-127; revived in 1909, 185; Farmhouse, mentioned, 48.  
Farrington, E. H., 56.  
Fawcett, C. J., 237.  
Federation of Women's Clubs, 218.  
Feeding Experiments, 58.  
Felch, J. K., 126.  
Felker, Commissioner Andrew L., 237; Felker, Governor Samuel D., 206.  
Fellows, E. R., 191.  
Fenian Raids, 1.  
Field Days, in summer of 1918, 245; Field House, built, 284.  
Fiftieth Reunion, of first graduating class, 23.  
Finances, condition of, in land grant colleges quoted from Dr. Scott, 34; current expenses a problem, 136; 1912-1917 reports, 209-210; of college 1917-1926, 264-265, 267, 273.  
First Class, of college, 22; First Contract between Dartmouth and New Hampshire college, 13; First Meeting, of board of trustees of New Hampshire college, 12; First Professor of New Hampshire college appointed, 13.  
Fisher, Professor, fosters collection for Belgian relief, 230.  
Flag, American, given by American Legion post of Portsmouth for Brackett field, 284; with seal given by Chamber of Commerce of Dover, 267; Flag Pole, erected in 1897, 142; repaired in 1918, 245.  
Flanders, William W., 79.  
Fletcher, Thomas Brooks, 227.  
Flint, William F., 58.  
Flood, hinders building of Culver hall, 25.  
Flying Club, 298.  
Fogg, George G., Senator, 1.

## INDEX

Folk Club, 223.  
 Folio, 298.  
 Football, first seasons in Durham, 155-156; 1903-1912, 198-199; 1912-1917, 229; 1917-1925, 260; first training camp, 261.  
 Ford Museum, 267.  
 Forest Lands, of college, lumber from, 138; Forestry Club, sponsors a winter carnival, 258, 298; Forestry, course in provided for in 1911, 182; Forestry Department, established, 170; activities of, 173-174, 286; Forestry Summer Camp, 293.  
 Forrestall, Henry E., 93.  
 Fort William and Mary, 84.  
 Foster, John H., 170; Foster, Judge, 93; Foster, William A., 95; *Foster's Daily Democrat*, 229.  
 Founders' Night, first held, 188.  
 Four-H Club, 298.  
 Fox Point, bridge to, 83.  
 Franconia Notch, 298.  
 Frank B. Clark Fund, 295.  
 Franklin City, 84.  
 Fraternities, 1903-1912, 189-190; membership of, 221; 1912-1918, 222; 1918-1925, 256-257; faculty committee to advise, 299.  
 French, not taught during first twenty years, 38; French Club, organized, 258, 298; French, A. E., 60.  
 Freshmen, 1925-1940, 293-294; Freshman Bonfire, 263; Freshman Dining Halls, 293; Freshman Reception, 196; Freshman Rules, 1903-1912, 203; Freshman Week, 293.  
 Frink, Mr., council for W. H. Thompson, 94.  
 Fuel, supply of, 1893, 101; 1917-1918, 234.  
 Fuller, Carl T., 177; Fuller, John M., station farmer, 56; bought part of farm, 97; appointed to faculty, 213; on committee on livestock of the committee on food production, 239.

**G**

Gamma Gamma Gamma, organized, 256, 299; Gamma Theta, history of, 189; Gamma Kappa, 298.  
 Garage, built for president's house, 210.  
 Gardiner Lyceum, purpose of establishing, 3.  
 Gardiner, Thomas Hallowell, founder of Gardiner Lyceum, 3.  
 Garrison Avenue, old and new roads of this name, 103; Curtis house on corner of, 140; sidewalks for built in 1895, 142; Garrison Hill, skiing competition at, 258.  
 Gas Light, first in Hanover, 28; Gas System, in Hanover, developed by Dimond, 28.  
 General Business Course, 278; General Course, changes in, 1903-1912, 172-173; General Education Board, and the Extension service, 214; appropriation of increased, 218; General Extension Service, organized, 288.  
 George H. Williams Fund, 296.  
 German, study of, introduced, 134; German Helmets, 235.  
 Gibbs, President William David, administration of, 165-204; inauguration of, 138, 166; director of Experiment station, 165; chosen as president, 165; approves Latin in 1910, 172; chairman of committee on administration, 175; prizes given by, for cattle judging, 201; resignation of, 203; Gibbs, Mrs., as president's wife, 165.  
 Gifts to New Hampshire college: of John Conant, 29-32; of cattle, 48; given for prizes and scholarships, 65, 147-148, 194, 200-201, 223, 249; of anatomical specimens, 148; of pictures, 148; of Davis park, 174; from Boston and Maine railroad, 176; for the library, 177-179, 210-211, 285, 294-297; for women's dormitories, 180, 269; by Alumni, 175-176, 254-256, 283, 284; of Tom Thumb coach, 267; of university flag, 267; for infirmary, 282; of flag, 284.  
 Gilmore, Governor Joseph A., 9.  
 Girls' Athletic Association becomes honorary, 258; competition among girls on College day, 263; Girls' Council, organized, 192; reestablished after the war, 259; sponsor New Hampshire songbook, 227; campaigns for women's gymnasium, 210; Girls' Student Advisory Council, 259.  
 Glee Club, 1903-1912, 194; girls', 1912-1917, 224; men's and women's, 298; Glee and Banjo Club, 151.  
 Goat Island, bridge crossed, 83.  
*Good Morning, Mr. Zip-Zip-Zip*, 244.  
 Gorman Block, mentioned, 102-103.  
 Gourley, Joseph H., faculty, 170; addresses mass meetings to stimulate production and conservation, 237; on war gardens committee of the committee on food production, 239.  
 Gowing, Fred, 125.  
 Graduates, of Bates, teaching in the state, 219; of New Hampshire col-

# HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

lege: only a third become farmers, 32; first meeting of, 65-66; and school's development in Hanover, 66-67; occupations of through class of 1903, 144; activity of, 186-187, 189; teaching in New Hampshire, 219; dissatisfied with name, New Hampshire College of Agriculture and the Mechanic Arts, 266.

Graduate School, organized formally, 290; work of 290-292; Graduate School Scholarships, 292; Graduate Science Society, 298; Graduate Study, at New Hampshire, 289-292.

Graduation, requirements for, compared with Chandler school, 53; Graduation Exercises, to occur at same time as those of Dartmouth, 52.

Grafton Star Grange, 56-57.

Grandstand, first one erected, 155.

Grange, of great assistance, 57; interest in moving the college, 74-75, 78; members of, frequent visitors in Durham, 104; controversy with college, 113-123; set out trees in 1901, 160; cooperation with Extension, 218.

Granite, *The*, early publication of, 197; quoted on problems which President Hetzel had to face, 253; 1920-1925, 262; blanket tax covers subscription to, 299; aided by blanket tax, 300.

Granite State Dairymen's Association, 218; *Granite Varieties*, 298.

Grant, Dr., 176; Grant, General, inspects work of detachments, 242.

Great Bay, region around, 83.

Green, The, at Dartmouth in 1868, 15.

Greene, Frank, 93.

Greenhouses, first built, 138; range of built, 181.

Groves, Ernest R., takes over President Murkland's courses in philosophy and English, 170; takes lead in introducing courses primarily for the teacher, 172; chairman of committee on publicity, 175; in Arts Course club, 191; *Granite* dedicated to, 197; most popular professor in 1912, 203; made dean of arts and science division, 211; courses in education, 212; speaks in Newmarket on Peace Sunday, 230; in charge of instructional program of Student Army Training corps, 247.

Gymnasium, building of, 175-177; dedication of, 177; alterations made in, 284.

## H

Hail, *New Hampshire*, 161.

Haile, William H., 2.

Haines, John N., 296.

Hale, Philip, 285.

Haley, Sergeant, 244.

Hall, Harry F., 189; Hall, Joshua, 99. Hallgarten, annex to only survivor of college buildings, 32; name changed from Conant hall, 22.

Ham, Conda J., 213.

Hamilton Hall, proposed name, 267.

Hamlin, Wolcott, 2.

Handbook, Annual, issued by Y. M. C. A., 196.

Hanover, New Hampshire, possible location of college, 9; boarding houses of and belles of, toast offered to, 66; Hanover-Norwich Station, Dimond arrives at, 15.

Hardy, Millard F., 43.

Hare and Hounds Meet, 157.

Harriman, Mrs. Alpha H., 246.

Harrison, Professor, Arts Course club, 191.

Harvard University, institutes course in agriculture, 3; compared with state colleges, 219; baseball team of, 283.

Harvey L. Boutwell Scholarship, 296.

Hatch Act, mentioned, 48; passed, 54; provisions of, 55.

Hauck, President Arthur (Maine), 284.

Hawaii, colleges in, 8.

Hawes, Joseph, 168.

Hayward, Harry A., 168.

Hazing, Culver Literary society and, 44; 1912-1917, 225; being eliminated, 1925, 262; recently, 293-294.

"Hellgate," nickname of Hallgarten, 32.

Henderson, Oren V., appointed to staff, 213; tells Murkland of plan to name hall after him, 280.

Henry, J. G., 66.

Hetzell Hall, built, 275.

Hetzell, President Ralph D., administration of, 233-273; announces plan for wood-cutting, 234; on committee on food production, 239; on administration committee of the committee on food production, 239; speaks at mass meetings, 240; presides at field day on July 4, 1918, 245; attends meeting of college presidents, 247; is appointed president, 253; and the New England Conference on Inter-collegiate Athletics, 261; speaks at freshman bonfire, 263; cheered for gaining special appropriation, 265; submits special report to the legis-

## INDEX

lature of 1921, 265; administration of, accomplishments of, 273-275; resignation of, 275; interscholastic debating scholarship named for, 295; resigns, 303.

Hewitt, Charles E., professional life of, 170; chairman of committee on engineering, 175; quoted on criticism of name of college, 187; made dean of engineering division, 211; two-year engineering course, 212; and the Red Cross, 235; in charge of getting the men of the detachments settled, 241; granted a year's leave of absence, 254.

Hibbard, Ellery A., member of special committee to incorporate college, 2; on committee regarding moving to Durham, 95.

High Cost of Living, 1916, 221.

High Schools, early work in technical field, 4.

Hi-Hat Club, The, 145.

*History of Agricultural Education*, quoted on early agricultural societies in New Hampshire, 3.

*History of Dartmouth College*, on Chandler school requirements, 52-53.

Hitchcock, Edward, 6.

Hockey, before 1903, 157; 1903-1912, 200; interest in increased, 228; added, 260; Hockey rink, built, 258.

Hodges, Lieutenant, directs first baseball team of the college, 156; detailed to New Hampshire college as professor of military science, 162.

Hodgkins, Mabel, 179; Y. W. C. A., 228.

Hogue, Mr., runs a dancing school, 150.

Hoitt Water System, served some of Durham, 141.

Hoitt, Charles, land purchased from, 173-174.

Holden, Chester, 203.

Holy Cross, football game with, 260.

Homecoming Day, 294.

Home Economics, courses in, urged, 173; department of, 212; building, 279.

Honorary Degrees, granted before 1903, 144; granted, 1903-1912, 189; 1913, 206; granted, 1904, 207.

Hood, Charles Harvey, in class of 1880, 59; early offers prize to high-ranking agricultural student, 147; gives scholarships, 296; gives for infirmary, 282; Hood, Mr. and Mrs. Charles Harvey, gift of, 282; Hood Scholarships, 296.

Horticulture, department of, 286.

Horton, Henry A., 93.

Hostess House, mentioned, 208; history of, 246.

Hotel Administration Course, 278; "Hotel Schoonmaker" baseball team, plays DeMeritt hall team, 156; Hotel, the, 145.

House Bill, No. 403, 271; House Joint Resolution No. 54, 271; House Joint Resolution No. 59, 271.

House Parties, 227; regulations concerning, 260; revived after war years, 263.

House of Reformation, suggested location for college, 9.

Housing, in Durham, 1893, 102; problems of, 139; student quoted on his long search for rooms, 140; for women students, 141; student, 180; 208-209; 1912-1917, 222, 264, 268-269.

Hovey, Mr., organizes banjo section of Glee and Banjo Club, 152.

Howe, Frederic W., 160.

Howe, H. L., 152.

Huddleston, Eric T., plans Commons building, 210; appointed to faculty, 213.

Hughes, Charles Evans, 229.

Humiston, John, 250.

Hunt, Leigh, 126; Hunt, Captain Charles A., early intensive training under direction of, 235-236; Hunt, Colonel Charles A., scholarships, 295; Hunt, Cyril Thomas, 250; Hunt, Captain William E., faculty, 171; reports to trustees inadequacy of drill facilities, 175; Hunt, Colonel William E., scholarship, 295.

Hunter, Roy D., as acting president, 303.

Huse, O. E., 237.

Hutchins, Chester C., appointed to first board of trustees by governor and council, 12; death of, 44.

**I**

Ice Polo, (hockey), 157.

*Importance of Being Earnest, The*, 227.

Inauguration, of President: Murkland, 110-111; Gibbs, 166; Fairchild, 205-206; Engelhardt, 303.

Incidental Fees, increased 1921, 264.

Income, of University, 267, 273; during the depression, 278-279.

*Independent Statesman*, quoted on acceptance of will, 93.

Industrial College, name preferred by Dimond, 20; Industrial Revolution, 2.

# HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Influenza Epidemic, in Durham, 245.  
Ingersoll, Robert, 162.  
*In Old Kentucky*, 160.  
Institutes, meet in Durham, 288; Institutes and Conferences, conducted with the Summer School, 292.  
Instruction, arrangements with other schools for part-time, 23; of non-faculty members limited, 50.  
Intercollegiate Leagues, 301; Intercollegiate Sports, 301.  
Interfraternity Council, 299.  
International Relations Club, 298.  
Interscholastic Debating League, 224.  
Intramural Athletics, 199-200.  
*Introduction to Physical Science*, by Grey, physics based on for admission, 124.  
Inventory, of New Hampshire college, quoted from Joseph B. Walker, 16-17.

## J

Jackson, C. Floyd, appointment to faculty, 170; and the Red Cross, 235; directs Biological Institute, 286; suggests Marine Laboratory, 293.  
Jackson, N. H., 298.  
Jaffrey, and Conant Scholarships, 33.  
James, Charles ("King"), as faculty member, 169; sponsors Chemistry Colloquium, 191; leads cheering, 199; special research of, 208; asks students to be careful of laboratory glassware due to scarcity, 230; death of, 281; James Hall, built and dedicated, 281; James, Orrin M., 146.  
James B. Erskine Loan Fund, 296.  
Jameson, John B., 238.  
Jenkins, Ephraim, agent for Pettee in buying land, 99; quoted on advisability of acquiring the tavern for the college, 104.  
Jensen, Laurence V., 302.  
Jesup, Henry C., promoted, 49; offers first gift for prizes given by college, 65; testifies against President Bartlett, 71.  
John N. Haines Scholarship, 296.  
John H. Pearson Trust, 296.  
Johnston, Frederic, 156.  
Joy, James F., executor of will, 88; at hearing, 93.  
*Joy of the Absent, The*, a poem in the *Culver Literary Journal*, 44.  
Junior Prom, 1916, 227; revived after war years, 263.

## K

Kansas State Agricultural College, Fairchild a trustee of, 205; presi-

dent of, at inauguration of Fairchild, 206; Kansas State Normal School, president of, at inauguration of Fairchild, 206.  
Kappa Delta, 299; Kappa Delta Pi, 298; Kappa Sigma, and Q. T. V., 61, 140, 148; attend a show in a body, 160, 189; build house, 209; house of, taken over as a hospital during influenza epidemic, 245.  
Keene, New Hampshire, last R. O. T. C. encampment at, 264; Keene Normal School, established, 172.  
Kendall, John, as student, 145; in Extension service and Experiment station, 183-184; confers with secretary of General Extension board, 214; first report of, as director, 216; on committee to report on food supply, conservation, and distribution, 236; attends meeting to consider the selection of canning demonstrators, 237; on committee of committee on food production, 239; speaks at mass meeting, 240; draws up Extension work bill, 272; director of General Extension service, 288; death of, 288.  
Keyes, Governor Henry W., 245.  
Kidder, Joseph, quoted on election of first alumni trustee, 96.  
Kimball, W. W., 66.  
Kingsbury, Albert, faculty member, 54; in charge of construction of heating system, 100.  
Kinkaid, Lieutenant Thomas W., on faculty, 53; secretary of first board of control, 56; consulting engineer, 56.  
Kitchen, built, 240, 242.  
Kittridge, Lewis, 143.  
Kivel, Mr., counsel for W. H. Thompson, 94.  
Knowlton, Helen, attends meeting to consider the selection of canning demonstrators, 237; directs publishing of leaflet for war emergency, 238.  
Knowlton, Moses F., 93.  
Knox, Major Frank, 230.  
Kraybill, Dr. Henry R., first president of Phi Kappa Phi, 257.

L

Labor, student, 42-43, 146, 221; Labor Requirements, in early agricultural schools, 3; in Leach bill, 117-118, 120-122; in 1895, 130, 133.  
Ladd, Samuel T., 271.  
Lake Placid Winter Carnival, 259.  
Lambda Chi Alpha, present house of,

## INDEX

built by Whitcher, 102; house of, 139, 189.

Lamprey River, mills along, 84; mill privilege on, 101.

Lamson, H. H., microscopist, 56; lectures at Institute course 1894, 126.

Land, grants of, in West, 7; purchased in Hanover, 29; of New Hampshire college at move to Durham, 97; in Durham, Pettee authorized to buy, 99; purchased from Charles Hoitt, 175; plan to lease to fraternities, 209; Land Grant Bill, before Congress, 7-8; Land Grant College, objectives of the, 18; Land Script, received by governor and sold, 9; sale of, brings disappointingly small return, 11.

*Landmarks in Ancient Dover, New Hampshire*, 211.

Langley, Jeremiah, on committee to investigate will, 93; agent for Pettee in buying land, 99; blacksmith shop of, 103.

Language Requirement, 124; Languages, department of, 213, 286.

Latin, approved by President Gibbs in 1910, 172.

Laton, Thomas J., appointed to faculty, 168; wins first prize sabre, 200.

*Laws of 1925*, Chapter 111, 272; Chapter 244, 272.

Leach, Edward G., 117-122; Leach Bill, in legislature, controversy over, 117-122, 134; compromise, provisions of, 120.

Lebanon Street, one end of Crosby Street, 31.

Lecture and Concert Course, 1912-1917, 227; Lectures, supplied by college to organizations, 130.

Ledyard Bridge, 15.

Legislature, action concerning the Land Grant Act, 9; appropriation for Conant hall, 31; appropriation for new barn, 33; appropriation in 1877, 51; sessions of importance to the college, 51; appropriation for shop building, 53; interest in moving the college, 74-77; act increasing board of trustees by three members, 78; pass bill of acceptance, 93; pass bill providing for removal of college, 95; appropriations for removal, 96; accepts grants from Second Morrill Act, 105; passes compromise Leach bill, 122; makes yearly appropriations for current expenses, 1900 on, 136; appropriates \$10,000 for library equipment, 179; passes proposal for second alumni trustee, 187; first appropriation for Extension service, 214; appropriations of, 264-265; passes bill to change name of college, 267; passes Mill Tax law, 272; passes act for further Extension work, 272-273.

Lens and Shutter Club, 298.

*Lessons*, Gray, botany based on for admission, 124.

Letters, athletic, 1877, 161.

Lewis, Edward Morgan, becomes president, 275; administration of, 275-284; analyzes drop in enrollment of entering class, 276; makes comparative study of New England colleges, 279; early athletic career, 283; death of, 284; athletic area named for, 284; administration of, accomplishments of, 303; Lewis, Mrs. Edward, at dedication of Lewis fields, 284; Lewis Fields, built, 280; includes, 283; dedicated, 284.

Libby, Donald Whitney, 250.

Liberal Arts Club, (Arts and Science club), 224.

Liberal Arts Division, 219.

Liberty Loan Campaign, 235.

Libraries, in Hanover, 41-42; Library, of Culver Literary society started, 43; of college 1893, 112; rules of in 1893, 178; first inventory of consolidated, 179; 1912-1917, 210-211; additions to, 279, 285; Library Building, dedication of, 179; Library School, 292.

Life, in New Hampshire camp during war years, 243-247.

Light, "Skinny," 244.

Lincoln, President Abraham, signs Land Grant Bill, 8-9.

*The Line-Up, (On to Victory)*, 195.

Liquor, intoxicating: in early years in Hanover, 41; concerning student aid, 62.

Literary Competitions, 300.

Loan Fund, 294-297.

Location, suggested by the investigating committee for college, 7; of New Hampshire College, dissatisfaction with, 67 ff.

Locke, Mr. and Mrs. S. Morris, student aid in memory of, 296.

Lougee Scholarships, 295.

Lufkin, Gertrude, 149.

Lundholm, Carl, 302.

Lyman, John D., appointed on first Board of Trustees by governor and council, 12; quoted on acceptance of will, 93; committee to investigate will, 93.

# HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Lyme, N. H., home of General Culver, possible location of college, 9-10.

Lynn Classical School, 186.

## M

McCartney, R. J., 224.

McDaniel, Charles, 102.

MacDonald, Mayme, 161.

McKay, M. O'K., 235.

McLane, Governor John, at dedication of gym, 177.

Madrigal Group, 298.

Magistrate, The, 223.

Main Street, Caverno's store on, 142.  
"Maizie," 302.

Magrath, Raymond C., 287.

Majors and Minors in subject matter fields required in teacher training curriculum, 277.

Manchester, carnival at, 259; R. O. T. C. encampment at, 269; Manchester High School, won first track meet, 186; *Manchester Mirror and American*, quoted on purposes of the college, 119-120; *Manchester Press*, quoted on acceptance of the will, 92; *Manchester Union*, letter to, from Dean Pettee mentioned, 144; quoted on agricultural phase of the college, 154; quoted on growth and prestige of state colleges in New England, 219.

Mandeville, 59.

Mandolin Club, 1903-1912, 195.

Mann, Horace, 4.

Marine Laboratory, 293; Barnacles club, those of, 298.

Marshall House, The, 145.

Marston, F. P., 66.

Mask and Dagger, 257, 298.

Mason, and the Christian fraternity, 60; Mason, Mrs. Erskine, establishes Erskine Mason Memorial prizes, 147.

Mass Meetings, held in every county, 240.

Massachusetts, many students from, 34; state of, provisions of will, 88; Massachusetts Institute of Technology, first woman student at New Hampshire college preparing for, 63; official visits to, 104; Massachusetts State College, Q. T. V. chapter there, 61; football games with, 199; growth of state college, 219; Lewis, president of, 275.

Mathes, Augustus, 90.

May Festival, 1919-1925, 263; May Queen, first crowned, 263.

"Mayor," first in Durham, 302; Mayoralty Campaign, 302.

Meader's Neck, bridge from, 83.

Mechanic Arts Courses, in 1883, 53.

Memorial Field, mentioned, 139, 155; plaque with names of college dead, at entrance of, 249; built, 254-256; presented to college, 255-256; assigned to use of women students, 284.

Memorial Tablet, for gold star men of Durham, 254.

Men Commuters' Club, 299.

Mendum's Pond, 298.

Menorah Society, 300.

Merrimack River, population shift to, 83.

Meserve, Winthrop, appointed to appraise estate, 90; barn of, housed stock of college after fire, 139.

Mess Hall, built, 242.

Meteorology, taught by Dean Pettee while he was still a student at Thayer School of Civil Engineering, 38.

Mice and Men, 223.

Michelson, Gunnar, advances interest in winter sports at New Hampshire, 258-259.

Michigan, state of, provisions in will, 88; Michigan State College, 5.

Mike and Dial, 298.

Military Ball, 149-150; 1921, 263; Military Equipment, house for, bought, 265; Military Science, prizes in, 147; before 1903, 162; requirements of, 1901, 163; 1903-1912, 200, 211; medal given by Student Army Training corps headquarters fund, 249; Military Tactics, required but not taught until removal to Durham, 38; Military Training, intensive after declaration of war, 235; Military Uniform, before 1903, 162.

Mill Tax policy, 270-273; law, 273; part of, returned to relieve tax problem of the state, 278; full income restored, 280.

Miller, Private, 246.

Mills, John B., 79.

Mines and Mining, schools of, 131-132.

Minnesaenger, 298.

Minstrel Show, hazing, 225; given by detachments, 244.

*Mirror and American*, quoted on acceptance of will, 91, 92.

*Mission of Land Grant Colleges, The*, 166.

Missouri, Sanborn accepts offer in, 49.

Mitchell, Lawrence, won first prize

## INDEX

speaking contest, 186.  
 Mitchell, Robert V., appointment to faculty, 213.  
 Montgomery, Earle Roger, 250.  
 Moor's Indian School, 16.  
 Moore, F. C., offers first course offered in specific teaching field, 172; Moore, H. F., elected president of Grand Lodge of Q. T. V., 148; plays in first college orchestra, 152; Moore, Humphrey, sponsor of establishment of first board of agriculture in New Hampshire, 4.  
 Morale, lectures on, by Richard Whoriskey, 243.  
 Moran, Clement, 207.  
 Morgan, Mrs. Annie, 235.  
 Morrill, Senator Justin S., influenced by President Partridge, 6; biography and land grant act, 7; land grant bill of, before congress, 8; regarding bust of, 105; original bill of, origin of debates concerning purpose of the school, 119; Morrill hall named for, 138, 166.  
 Morrill Act, passed, provisions, 8-9; signed by President Lincoln, 9; quoted on courses to be taught in land grant colleges, 19-20; and Benjamin Thompson, 86; quoted in controversy, 114; mentioned, 123; intent of authors of, 266.  
 Morrill Hall, built, 137-138; dedication of, 166; aids in expanding agricultural division, 173; taken over by social science departments, 286.  
 Morrison, Frank, rents horses and sleighs, 157.  
 Morrison, Superintendent H. C., attends meeting of central food committee, canning demonstrators, 238.  
 Morse, F. W., assistant chemist, 56; lectures at Institute course in 1894, 126; becomes professor, 133; lives in attic of Nesmith hall, 140; coaches *The Rivals*, 149; resignation of, 168.  
 Mortar Board, 298.  
 Moses, George H., lectures at Institute course in 1894, 126.  
*Mount Monadnock*, essay in *Culver Literary Journal*, 44.  
 Murkland, Charles Sumner, administration of, 106-164; first president of college, 96; elected president, 108; educational background, 109; inauguration of, 110-111; quoted, responds to challenges of papers and societies, 112; opposes the Leach bill, 118; speaks before the legislative committee denouncing the Grange and similar lobbyists, 122; beliefs of, concerning purposes of the school, 123; lectures in Summer school of 1894, 125; writes bulletin on tuberculosis in college herd, 138; on executive committee of New Hampshire College Scientific society, 150; resignation of, 164; mentioned, 166, 172; is told of plan to name hall after him, 280; Murkland, Mrs. Charles, assists in producing *The Rivals*, 149; Murkland Hall, built, 280; assigned to use of English, languages and education, 286.  
 Murray, George N., 2.  
 Museum, illustrating geology at New Hampshire and Vermont in plans for Culver hall, 25.  
 Music Department, use of Ballard hall, 282.  
 Musical Organizations, 151-152, 194-195; on third floor of Thompson hall, 286, 298.  
 Myers, on Greece and Rome, history based on, for admissions, 124.  
 Mystic Club, 1903-1912, 193.  
*My Strawberry Experience*, 146.

**N**

N. H. Club, The, organized, 224, 257; activity of, 1917-1925, 260-261.  
 Name of College, proposal to change, 187-188; before legislature, 266-267, 275.  
 Nashua, students from, form Nashaway, 140; *Nashua Gazette*, on acceptance of will, 92; Nashua Hobo Club, played New Hampshire college in basketball in 1903, 157; Nashaway, history of, 140.  
 National Association of College Presidents, concerning passage of Morrill act of 1890, 116; National College Equal Suffrage League, 230; National Collegiate Athletic Association, 261; National Education Association, 205; president of at inauguration of President Fairchild, 206; National Federation of Commons Clubs, organized and installed, 222; National Rifle Association, joined by Rifle club, 195; National Youth Administration, training center of, 280, 297.  
 Natural History Society, 151; *Natural Philosophy*, by Dolbears, physics based on for admission, 124.  
*Necessity of Military Preparedness*, 230.  
 Nelson, W. J., 237.  
 Nelson Act of 1907, passed, 183.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Nesbit, Arthur F., 170.

Nesmith, George W., one of the committee of two to go over college accounts in 1877, 45; as president of board of trustees, 49; the college under care of, 51; toast offered to, 66; chief advocate of New Hampshire college and on both boards, 78; mentioned, 96; death of, 107; picture of, given to trustees, 148.

Nesmith Hall, of first group in Durham, 98, 99; Wireless club headquarters in tower of, 258; remodeled, 286.

*New Agricultural Education, The*, 166. New England Colleges, comparative study of, 279; New England Conference on Intercollegiate Athletics, 261; New England Conference on Rural Progress, of great value to the college, 184; *New England Homestead*, on acceptance of gift, 92; quoted on qualifications for president, 108; quoted on fallacy of Murkland's election, 115; New England Liberty Loan Committee, 235; New England Student Christian Movement, 300.

New Hampshire, state of, provisions of will, 87-88; high in United States crop report for December, 1918, 240.

*New Hampshire, The*, mentioned, 154; quoted on chapel attendance, 196; 1911-1912, 197; quoted on Dartmouth Winter carnival, 1915, 225; announces use of wireless in its publication, 227; proposes a blanket tax plan, 228; alumni issue contains proposals for changes in college, 231; all students made subscribers to, 261; blanket tax covers subscriptions to, 299; on nickname for athletic teams, 302; bi-weekly, 1935, 300.

New Hampshire Branch of the National Civic Federation Scholarship, 296; New Hampshire College, correct name according to *College Monthly*, 154; New Hampshire College Club, organized, 148; New Hampshire College Engineering Society, 150; New Hampshire College Press Club, formed, 258; *New Hampshire College Monthly*, history of, 152; New Hampshire College of Agriculture and the Mechanic Arts, incorporated, 2; establishment of, 9; Dimond becomes first full-time professor of, 15; library of, not stored with other collections, 42; lack of understanding

of, 63; mentioned, 89; financial condition of, 106; proposal to change name to University of New Hampshire, 187-188; expansion of, 1903-1912, 203-204; reorganization into three divisions, 211; fiftieth year of, 218; ranking in country in increase of students, 219; in the war, 233-252; name no longer adequate, 265-266; new curricula introduced, 277-278; New Hampshire College Scientific Society, organized, 150; New Hampshire Day, history of, 226; work done on ski jump on, 258; New Hampshire's Daughters, 296; New Hampshire Federation of Women's Clubs, aids in hostess house, 246; New Hampshire Hall (gymnasium), 284; New Hampshire Horticultural Society, 218; New Hampshire Museum of General and Applied Science, plans for room devoted to, 21; New Hampshire Night, first held, 188; New Hampshire Poultry Growers' Association, 297; New Hampshire Songbook, 1913, 227; New Hampshire Summer Institute and School of Science, name changed in 1897 to, 125; New Hampshire Union, organized, 225.

Newington, bridge to, 83; representatives at Farmers' institute in 1894, 127.

New London Academy, Conant has promised gift to, 30.

Newman Club, 300.

News Bureau, 288.

*New York Tribune, The*, quoted on rating of 1921 football team, 260; New York Contingent, 244.

Nichols, President Ernest F., of Dartmouth, receives honorary degree, 206; Nichols Gold Medal won by Parsons and James, 169.

Non-Resident Courses, 128-130.

Norris, Ziba A., 60.

North Carolina, in comparison on basis of money spent for agriculture, 135.

Northby, Arwood S., chairman of the committee on the Summer school, 292.

Northern New England School of Religious Education, 259.

Northwood Academy, students of, visit Durham, 104.

Norwich University, name changed to, 5.

Noyes, Daniel J., 50.

Nu Sigma Mu, 257.

## INDEX

Nutting Party, suggested by Mr. Davis, 174.

### O

Objectives of Land Grant Colleges, 18. Ocean Park, Maine, first training camp held at, 261.

Ohio State University, President Gibbs, 165; president of, at inauguration of President Fairchild, 206.

O'Kane, Walter C., given professorship, 170; special work in brown tail moths, 183; on committee to report on food supply, conservation, and distribution, 236; addresses mass meetings to stimulate conservation and production, 237; becomes member of staff of Spaulding, 238; on administration committee of committee on food production, 239; on publicity committee of committee on food production, 239.

*Old Homestead, The*, 160.

"Old Row," composed of, 15.

Omvila Club, 300.

*On To Victory (The Line-up)*, 195.

Onderdonk, Mrs. Shirley (Edith Angela Congreve), 180; Smith hall, 269.

One-Week Course, 212; One-Year Preparatory Course, 1895-1904, 131.

Orchestra, first in college, 152; 1903-1912, 194.

Order of the Cats, hazing, 225; Order of the Dogs, 225.

Ordway, George, 156; Ordway, Martha H., 296; Ordway Fund, 296.

Oread Institute, 12.

Orientation Courses for freshmen, 278.

Orphanage, the Crafts cottage once called, 140; bookstore in, 160.

*Our Grange Homes*, quoted in controversy with Grange, 116; on labor requirement of the Leach bill, 121.

Outing Club, organized, 225; sponsors third Winter carnival, 258; reestablished, 258, 298.

*Outlines of Classifications of Plants*, thesis published as supplement to trustee's report, 140.

Out-of-State Students, not eligible for early scholarships, 34, 272.

Overseas Club, organized, 254.

Oyster River Plantation, early name of Durham, 83; Oyster River Falls, business center at, 84; Oyster River Tavern, burned, 104.

### P

Packers' Falls, mill privileges near, 101.

Paine, Ralph D., gives informal talk to men of training detachments, 245.

Pan Hellenic Society, organized, 222.

Parker, Walter M., 167; on gymnasium building committee, 176; Parker's Boston Imperials, 227.

Parnell, George Downes, 250; Parnell-Corriveau Post No. 385, 254.

Partridge, Alden, military academy, 5; suggestions for federal grants of money for schools—curriculum quoted, 5-6.

Parsons, Charles L., assistant chemist, 56; early residence of in Durham, 103; takes trip through South, 104; quoted on surprise at Murkland's election, 108; lectures at Institute course in 1894, 126; in chemistry department, 133; captain of a baseball team which played on town meeting day, 1894, 156; conducts drill, 162; resignation of, 168; on committee in charge of buying equipment for the gymnasium, 177, 190; sponsors Chemistry Colloquium, 191.

Passaconaway, New Hampshire, 293.

*Pauline; or, The Belle of Saratoga*, 195.

Paulson, Carl S. (Gus), 225.

Peace Sunday, proclaimed, 230.

Pearse, Carroll G., of Milwaukee, receives honorary degree, 206.

Pearson, John H., estate of, 296.

*Peats of Ireland*, 151.

Peel, C. E., 191.

Pennsylvania State College, 5; President Hetzel, becomes president of, 275.

*People and Patriot*, on acceptance of will, 92.

Pep Talks, in favor of Culver Literary society, 153.

*Perils of Pauline*, 226.

Perkins, Henry C., bequest of Hamilton Smith left in trust to, 178; Perkins, Lewis, graduate in first class, 23.

*Personal Experiences in Germany at the Outbreak of the World War*, 245.

*Peterboro Transcript*, quoted on the controversy, 119.

Peters, Austin, 126.

Pettee, Charles H., commends President Smith, 19; name to be remembered for his endless devotion to school, 19; canvassing for students, 33; and meteorology teaching, 38; quoted on student life in Hanover, 39-41; biography, 49; manages

# HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

farm, 54; on building committee, 55; meteorologist, 56; a member of the Grange, 57; represents college on institute tours, 57; letters of, concerning students, 62; testifies against President Bartlett, 71; and Bartlett dispute, 72-74; mentioned, 92; in favor of acceptance, 93; at hearing, 93; speaks before Farmers' council, 94; mentioned, 96; quoted on policy regarding dormitories, 98; steam system, 100; water system, 101; on building committee of board of trustees, 102; house of, built by Whitcher, 102; quoted from letter to Miss Davis asking for use of the Thompson house for the college, 103; asks for definition of "facilities" in Second Morrill act, 106; head of college during transitional period, 107; Roberts urged by, to apply for presidency, 108; opposes provisions of the Leach bill, 121; states in report for 1893, three hoped-for accomplishments, 123; lectures at Institute course in 1894, 126; quoted on amount of duplication in the various courses, 134; quoted on occupations of graduates, through class of 1903, 144; quoted on student expenses, 144-145; and New Hampshire College Scientific society, 150; chairman of committees on entrance and on rules and schedules, 175; calls mass meeting of students for engineering building, 182; *Granite* dedicated to, 197; enforces peace at class fight, 203; receives honorary degree, 206; retains position as dean of the college after reorganization, 211; quoted on his new work of passing on admissions, 276; mentioned, 282; death of, 285; board of trustees' resolution quoted concerning, 285; Pettee, Mrs., quoted on surprise at Murkland's election, 108; Y. W. C. A., 228; on surgical dressings committee, 230; Pettee, Sarah and Alvena, urged the establishment of domestic science courses, 173; Pettee Block, built by Whitcher, 102; for freshmen, 180; Pettee Brook, dam on, 101; Pettee Hall, built, 285.

Pew, William H., 168.

Phi Alpha, 257; Phi Beta Kappa, 257; Phi Delta (debating society), 258; Phi Delta (sorority), in Sphinx, 1914, 222; becomes Alpha Xi Delta, 222; Phi Kappa Phi, organized, 257, 297; Phi Lambda Phi, 298; Phi Mu, 222; Phi Mu Delta, 222; Phi Sigma, 298.

Philadelphia Society for Promoting Agriculture, founded, 3.

Philip Hale Room, 285.

Phillips Andover Academy, plays New Hampshire college in basketball in 1903, 157; in football, 199; Phillips Exeter Academy, plays New Hampshire college in football, 156; football games with, 199.

Philosophy Club, organized, 195.

Phoenix Club, 1908, 193.

Physical Education, for men, 211; established for men, 213; for women established, 213; for women, 1916, 229; recreational program introduced, 261; teacher training in, 278; improvement in with new plant, 301; requirements in, 301.

Pi Alpha Phi, in Sphinx, 1914, 222; Pi Gamma, organized, 225; Pi Delta becomes Phi Mu, 222; Pi Kappa Alpha, 299; Pi Kappa Society, organized, 192; Pi Lambda Sigma, 299.

Pickett, Bethel S., 170.

Picture Fight, in 1904, 159-160.

Pike, Austin F., 1.

Pillsbury, Mrs. Lucy, 149; Pillsbury, Rosecrans W., gift of, 201.

Pinafore, 224.

Piscataqua Bridge, 83-84; Piscataqua River, bridge across, 83; woodlands, provided shafts for Royal navy, 83.

Plumber, Helen, Y. W. C. A., first president, 228.

Plymouth, Pilgrims at, 83.

Poetry Workshop, 298.

Point System, established in Women's Athletic association, 261.

Politics, among students, 193; student interest in, 229.

Population, of Durham, 84.

Portsmouth, ships of, 83; preparedness parade in, 236; radio station, 288; *Portsmouth Journal*, quoted on acceptance of will, 91; Portsmouth Navy Yard, 245.

*Possibility of Peace, The*, 230.

Post Office, for faculty in Thompson hall, 142.

Poster Fight, 226, 294.

Posters and Circular Letters, committee on food production concerned with, 240.

Potatoes, raised by faculty, 234.

Potter, Dr. F. E., 148.

Pottle, Frederick A., organizes debating club, 258.

## INDEX

Poultry Club, 298; Poultry Growers' Association, 218; Poultry Husbandry, department of, 286; Poultry Plant, bought, 265.  
 Powell, George T., considered a candidate for presidency, 108; mentioned as possible candidate for presidency, 115.  
 Power, Colonel Edward, inspection officer after early intensive training, 236; Power, John William, 250.  
 Practice House, built, 281; Practice Teaching, opportunity for, 277.  
 Pre-Medical Course, 278.  
 Preparedness Parade, in Portsmouth, 231.  
 Prescott, Benjamin, on building committee of board of trustees, 102; president of the board of trustees, 107.  
 President of the College office created, 96.  
 Presidential Campaign of 1916, student interest in, 229.  
 President's House, destroyed by fire, 166-167.  
 Preston, John, member of investigating committee, 9.  
 Priest, J. H., 191.  
 Prince, Ford, appointed to faculty, 213; addresses mass meetings to stimulate production and conservation, 237.  
*Private Secretary, The*, 223.  
 Prize Speaking Contest, sponsored by Alumni, 1911, 185-186; Prizes, early, 65; 1903-1912, 200-201, 296; Prizes and Scholarships, before 1903, 147-148.  
 Professor of New Hampshire college, first appointed, 13.  
*Profile, The*, published, 262.  
*Programme of the Several Terms*, quoted, 37.  
 Psi Lambda, 298.  
 Psychology Club, 298.  
 Public Safety Committee, of state, 236-237; Public Works Administration, 279-280.  
 Puerto Rico, colleges in, 8.  
 Purnell Act, 272-273.  
 Putnam, Frederick W., appointment of to faculty, 168; chairman of committee on non-athletic organizations, 175.  
*Pygmalion and Galatea*, 223.

### Q

Q. T. V. Fraternity, early history, 61; chapter house, 139-140; history, 148.  
 Queen Victoria, 267.  
 Quota System of Pledging, 299.

### R

R. C. Bradley Loan Fund, 297.  
 Radio Broadcasting Activities, 288; Radio Studio, 286.  
 Railroad, first transcontinental, 1; Railroad Station, new from Lynn, Mass., 181; moved, 181.  
 Randlett, James, designs new barn, 139; Randlett and Griffin, architects of the gymnasium, 176.  
 Rane, Frank W., 170; Rane, William, 126.  
 Rasmussen, Fred, 169-170.  
 Read, Carleton A., 170.  
*Rebecca's Triumph*, 223.  
 Recreation Fields, 279.  
 Red Cross, active in Durham, 230; New Hampshire branch of National, 235; Red Sox, 283; Red Tower, now Tower tavern, 141.  
 Reed, Professor, teaches Bible class at church, 162; Reed Hall, in 1868, 15.  
 Registrar, position created, 171.  
 Religion, discussion on, 61; Religious Life, of students in Hanover, 62; of students until 1903, 161; 1941, 300.  
 Rensselaer Polytechnic Institute, early program, 4.  
 Report, of Agricultural Experiment Station, first, quoted, officers, 56; second, article on shrubs and trees of New Hampshire forests in, 58; Report of President, for 1922, 267-268; for 1924, quoted on adequate income, 268; Report of the Trustees, third, discussion by Dimond of objectives and methods of the college, 19; for 1869, floor plans of Culver hall, 25; 1869, quoted on need for experimental machine shop, 33; first, quoted on admission requirements, 36; second, academic year divided therein, 36; second, quoted on programme of studies, 37; third, bachelor of philosophy degree announced, 39; twelfth, bachelor of agricultural science announced, 39; for 1875, quoted on sum paid to students of various schools, 42; 1876, quoted on Mr. Dimond's honesty, 45; 1879, listed faculty members, 50; quoted on officers of Alumni association, 66; 1893, quoted on occupations of graduates, 67; 1900, need of new college buildings pointed out, 135-136; 1896, quoted on lack of money to meet operating expenses, 136; 1895, supplement of, 144; 1903, listed number of students registered

# HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

in all courses of college, 143.  
Requirements, scholastic, 1909, 201.  
Research Work, first in New Hampshire college, 48.  
Reserve Officers Training Corps, 1920-28, 263-264.  
Reservoir, built, 280.  
Revolutionary War, Durham during, 84.  
Rhode Island State College, track meet with, 199; concerning the growth of state colleges, 219; Alpha Tau Alpha chapter sponsored at, 222.  
Richards, Alfred E., appointed to faculty, 213; coaches debating team, 224; helps with publication of songbook, 227; leads mass singing, 243; Richards, Mrs. Ellen H., 126; Richards, Dexter, 2.  
Richardson, A. W., 239; Richardson, B. B., 215; Richardson, Leon B., *History of Dartmouth College*, on Chandler school requirements, 52-53; on President Bartlett, 69.  
Rifle Club, 195; Rifle Range, built 281.  
Ritzman, E. G., appointed to faculty, 213; on livestock committee of committee on food production, 239; works in animal nutrition, 289.  
*Rivals, The*, 149, 195.  
Robb, Christopher, 93.  
Roberts, I. P., regarding steam system, 100; visits Durham, 104; candidate for presidency in 1895, 108.  
Robinson, L. B., 237; Robinson, William Henry, 250.  
Rochester, delegation teams visit, 196.  
Rockingham County, early agricultural society there, 3.  
Rogers and Grilley, 227.  
Rollins, Sergeant John, 244.  
*Roman People*, Allen, history for admission based on, 124.  
Roosevelt Club, organized, 193.  
Rope Pull, substituted for cane rush, 226; 1920-1925, 262.  
Ross, Charles B., 271.  
*Rubber*, essay in *Culver Literary Journal*, 44.  
Ruevsky, Belezar Stoianoff, 59.  
Rules, of women students, 193.  
Runlett, Samuel, ice cream business, 227; Runlett's Store, mentioned, 99; in old railroad station building, 181.  
*Running the Spanish Blockade to Carry a Prize Sword to General Gomez of the Cuban Army*, 245.  
Rural Progress, New England Conference on, of great value to the college, 184.  
*Rush Song, The*, 161.  
Rushing Agreements, first, 190; Rushing, rules of changed, 222.  
Russell, W. F., 152.  
Rust, Alphonzo H., member of investigating committee, 7.  
Rye, New Hampshire, agricultural fair at, 4.

**S**

S. Morris Locke Loan Fund, 297; S. Morris Locke Memorial Scholarship, 296.  
Sailing, 157.  
Salary, of full professor, early, 169; level low, 264; cuts made, 280.  
Sanborn, Edwin O., 23; Sanborn, Jeremiah W., chosen farm superintendent, 47; quoted on experimental work, 48; resignation, 54; considered as candidate for presidency, 108; advocates compromise Leach bill, 122; mentioned regarding Farmer's Institute course, 125; Sanborn, Mary L., 215; Sanborn, Smith, 194.  
Sanders, Charles, graduates in first class, 23, 296; Sanders, Mrs., Y. W. C. A., 228.  
Sanderson, E. Dwight, as faculty member, 170; is appointed director of Experiment station, 183.  
Sargent, Cyrus, 93; Sargent, Walter H., 137.  
Sauer, George, 302.  
Sawyer, Annie L., 246; Sawyer, Governor Charles H., at laying of cornerstone of Experiment station building, 56; Sawyer, Elizabeth C., on committee on women and food production of committee on food production, 239; Sawyer, Harry A., vice-president of Culver Literary society, 1872-73, 43; officer of Alumni association, 66; Sawyer's Mills, bought cloth for military uniforms from, 162.  
Scabbard and Blade, 298.  
Scammell Grange, leads defense of college at State grange meeting, 115; quoted in opposition to the Leach bill, 118; sponsors entertainment by traveling stock company, 160.  
Scammon, Richard M., 167.  
Scholarships, John Conant, 32; Conant, on basis given, 33; state, for tuition, 34; in 1890, 61; before 1903, 147-148; 1903-1912, 201; Graduate school, 292, 294-296; endowed by private donors, 295.  
Scholastic Standards, effort to raise, President Lewis, 277.

## INDEX

School Gardens, committee on food production concerned with, 240.

Schoolhouse Lane, members of Nashaway club have house on, 140.

Schoonmaker, Thomas, plays in first college orchestra, 152; business establishment of, 227.

*Science and Practice of Stock Feeding*, one of the first four bulletins of the Experiment station, 58.

Sciences, of agronomy and agricultural chemistry, mentioned, 18.

Scientific Education and President Bartlett, 70.

Scott, Clarence W., quoted on value of Dartmouth's offer, 10-11; name to be remembered for his endless devotion to school, 19; quoted on need of more help in securing students, 22; quoted on celebration at dedication of Culver hall, 25; canvassing for students, 33; *Agricultural Education Historically Considered* quoted, 34; quoted on establishing land grant colleges beside existing colleges, 35; made first librarian at Dartmouth under new arrangement, 42; faculty member, 50; represents college on institute tours, 57; early residence of, in Durham, 103; in charge of shipping property of the college to Durham, 104; offers lecture on Thackeray, 130; had taught economics as well as history, 170; chairman of committees on arts and sciences and on electives, 175; as librarian, 177; *Granite* dedicated to, 197; receives honorary degree, 206; dormitory named for, 282; writing of a history of the university, 283; Scott, Mrs. Clarence, quoted on Mrs. Gibbs, 165; Scott Hall, built, 282.

Scudder, Harold H., appointed to faculty, 213; joins staff of Spaulding in charge of publicity, 238; on publicity committee of committee on food production, 239.

Second Contract between Dartmouth and New Hampshire college, 13; Second Morrill Act, 105-106; adds to income of college, 183.

Secretarial Club, 298; Secretarial Course, 278.

Semester System, returned to, 293.

Senior Skulls, founded, 190, 298.

Sewall, Mr., aids in forming singing class, 151.

Sewer, 279, 283.

Shakespeare, 300th anniversary of death of, 223.

Shaw, Edward L., 168.

Sheep Breeders' Association, 218.

Sherman, Frank A., 50.

Shipbuilding, along Piscataqua, 83.

Shirley, Ralph Wellington, 251.

Shop, annex to, bought, 265; Shop Building, built and equipped, 53; of first group in Durham, 98, 99.

Short Course, hoped-for addition to college, 123; Short Courses in agriculture, 125-128, 212.

Sidewalks, early, in Durham, 142.

Sigma Alpha Epsilon, 148, 222; house, filled with patients in influenza epidemic, 245; Sigma Beta, 256; Sigma Omicron, 299.

Simmers, Charles L., 212; Red Cross, 235.

Sinclair, John E., 23.

Ski Jump, erected, 258.

"Skimmers," freshman, 203.

Sleighing, before 1903, 157.

Slobin, Dr. Hermon L., appointed first director of Graduate school, 290; directs Summer school, 292.

Smalley, Maxwell W., 267; Smalley, William G., 267.

Smith, Asa, president of Dartmouth, proposal to postpone establishment of college, 11; not enthusiastic about final arrangements to establish college in Hanover, 11; appointed by Dartmouth trustees to be on first board of New Hampshire college, 12; on relationship of two schools, 18; disliked arrangement, 19; disagreement with Dimond, 21; at dedication of Culver hall, 26-27; address of welcome, 27; meets Mr. Conant at Mr. Dimond's home, 30; letter from Conant mentioned, 32; Dartmouth student body number, 33; cooperation evident between colleges, 35; revises academic calendar in 1866, 37; quoted on desirability of student labor from all departments working together, 43; resignation as president and death of, 44; resignation of, 47; toast offered to, 66; mentioned, 96, 237; Smith, F. W., 152; Smith, Guy C., 170, 213; Smith, Hamilton, estate of, supplied by water from artesian wells, 141; gives money to found Valentine Smith scholarship, 147; will of, 177-179; (Congreve hall) 269; Smith, Mrs. Alice Hamilton, gift for woman's dormitory, 180; estate of, 269; Smith, Isaac, letter from Pettee about Bartlett, 73; on committee of two of Dartmouth to negotiate with

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

New Hampshire college concerning use of Culver hall, 78; Smith, J. Fred, president, Culver Literary society for 1872-1873, 43; officer of Alumni association, 1885, 66; Smith, J. Warren, 126; Smith, Professor, a judge of first prize speaking contest, 186; Smith, V. H., 237; Smith, Valentine, Scholarship, first offered, 147; Smith Hall, mentioned, 103; opening of, mentioned, 141; built, 180; janitorship of, reserved for upperclassmen, 203; wing of, bought, 265; Smith Hall Annex, constructed, 242; Smith-Lever Act, passage of, 215.

Smyth, Frederick, as governor when the college was incorporated, 2; appointed by Dartmouth trustees to be on first board of trustees of New Hampshire college, 12; speaks at dedication of Culver hall, 26; gift for prizes, 65; nominates Murkland for president, 108; Smyth, Mrs. Marion C., continues to give Smyth prizes after her husband's death, 147; Smyth Prizes, continued after Governor Smyth's death, 147; for public speaking and reading, 200.

*Snipe Song, The*, 161.

Soccer, added, 260.

Social Friends, a model of Culver Literary society, 43; Social Science, departments in, 286; Social Service Course, 278.

Sociology Club, 298.

Soil Physics, laboratory for, planned, 134.

Soils Experiments, provided for by Purnell act, 273.

*Soldnerholz Collection of Prints of Famous Paintings*, 149.

Soper, Otis Edmund, 251.

Sophomore Court, 294; Sophomore Privileges, 159.

Sororities, 1912-1917, 222.

South Carolina, state of, bonds of, 90.

South Main Street, Dartmouth hotel on corner of, 15; in 1868, 16.

Spalding, Edward, on committee of two to go over college accounts in 1877, 45; on committee of two of Dartmouth to negotiate with New Hampshire college over use of Culver hall, 78.

Spanish, study of, introduced, 134; Spanish Club, organized, 258; Spanish War, 162.

Sparks, Dr. Edwin E., 257.

Spaulding, Huntley N., chairman of public safety committee, 236; ap-

pointed federal food administrator, 238; chairman of committee on food production, 239.

Special Joint Committee, legislative, 1925, 271.

Special Report to the Legislature of 1921, 265; of President, shows need of special appropriations, 268; quoted, 270-271.

Specialization, early, 133.

Sphinx, organized, 222, 257, 298; Cauldrons have representation in, 300.

*Splendor of the Alps*, 149.

Sports Building and Cage, 279.

Spring Training Camp, R. O. T. C., 263.

Standards of Admission, raised, 124; 1912-1917, 220.

St. Anselm's, New Hampshire college plays in football, 156.

Stanton, Louis C., forms classes in harmony and a course of recitals in music, 151.

State Board of Agriculture sends protest to President Murkland's address, 111; State College, name preferred to agricultural college by Dimond, 20; State Federation of Women's Clubs, New Hampshire, scholarships made available, 210; and Hostess house, 246; State Grange at laying of the cornerstone, 56; State Industrial College, name preferred by Dimond, 20; State Lumberman's Association, 218; State Scholarships, covering tuition, 34; in 1891, 61.

Stearns, Governor Onslow, lays cornerstone of Culver hall, 25.

Steck, C. C., office manager of public safety committee, 236; retained as office manager by Spaulding, 238.

Stern, Frances, lectures at Institute in 1911, 185.

Stevens, Ezra A., member of committee to incorporate college, 2; Stevens, Henry B., quoted on Extension service, 217; Stevens, Lyman, mentioned, 96; on building committee of board of trustees, 102; elected president of board of trustees, 107.

Stewart, Morris Archer, receives Valentine Smith scholarship the first time it is offered, 147.

"Stick-To-It-Ers" Club, 255.

Stinson, Daniel Chase, 251; Stinson, William H., quoted as master of State grange, 79; master of the State grange and leading advocate of

## INDEX

anti-Murkland viewpoint, 114, 120, 121; mentioned, 124.

St. Johns Express, wrecked near shops, 176.

Stockbridge, Professor, conducts singing class, 151.

Stone, C. W., on building committee, 55; as trustee, 167; 1909 appointed superintendent of college farm, 171; employed by Extension department, 214; Stone, Fred Weare, 251.

Stottler, Captain, conducts a dancing school, 150.

Strafford Avenue, three houses on, built by Whitcher, 102; formerly Faculty row, 103; Curtis house on corner of, 140.

Student Aid, 1890, 61; requirements of, 62, 294-297; Student Advisory Board, 294; Student Advisory Committee, on athletic awards, 301; Student Army Training Corps, number in, 248, 247-249; demobilization of, 256; Student Cooperative, 300; Student Council, early existence, 192; expanded (1915), 225; reestablished after war, 257, 294; Cauldrons has representation in, 300; Student Directory, 262; Student Employment, 295, 297; Student Government, blanket tax covers dues of, 299; Student Life, in Hanover, quoted from Pettee's account, 39-41; Student Loans, 295; regulations regarding repayment of, 297; Student Organizations, use of Ballard hall, 282; Student Strike, 1912, 202; *Student Writer*, 300; Students, first year, 22; contest for 1870's-80's, 33; at Dartmouth, under Smith and Bartlett, 33; numbers compared with scholarships before 1880, 34; from out-of-state not eligible for scholarships, 34; of Dartmouth, preparation compared with New Hampshire college, 51; preparation of compared with Dartmouth and Chandler Scientific school, 51; securing of, a problem, 58; association with, of Dartmouth, 60; in early 1890's, 62; first woman, 63-64; enrollment of 1893-1912, 188-189; enrollment of, 218-219, 256; from out-of-state, 272; employed during construction of Lewis fields, 283.

Stunt Night, first given, 257.

Suffolk National Bank, shares in, 87.

Sullivan, General John, during Revolution, 84.

Sullivan, Richard W., as trustee, 168.

Summer Institute, moved in 1897 to Durham, 125; Summer Recess, new, 37; Summer School, 292; institutes and conferences conducted in connection with, 292; Summer School of Biology, first held, 125; Summer Term, common, 37.

Surgical Dressings Committee, 230.

Survey Courses, 278.

Swallow, Frank, brother of first woman student, 63; Swallow, Lucy, first woman student, 63.

Swan, C. H., 191, 197.

Swimming Pool, indoor, 279; outdoor, built, 280.

Symphony Orchestra, 298.

**T**

Taber, Ralph F., worked with central food committee placing help on farms, 237.

Tablet, bronze, at entrance of Memorial field, 255.

Taft, William Howard, visit of, 227; Taft and Sherman, endorsed by Mystic club, 193; Taft Club, organized, 193.

Tailor, Dover, made military uniforms for cadet battalion, 1890's, 162.

Taisne, Telesphore, on faculty, 171.

Tallant, J. G., lectures in Institute course in 1896, 128; as trustee, 167; on gymnasium building committee, 176.

Tanner, John Henry, receives first honorary degree granted by the college, 144.

Tau Gamma Phi, organized, 257; Tau Kappa Alpha, national forensic society, 258, 298; Tau Kappa Epsilon, 299.

Taylor, Frederick W., promotions of, 168; chairman of committee on agriculture, 175; made dean of agricultural division, 211; appointed assistant to president, 231; has many requests for agricultural students, 233; in charge of division of farm production, 236; on committee on farm crops of committee on food production, 239; Taylor, J. M., 79.

Teacher Training Curriculum, introduced, 277; general, 278; in physical education, 301; Teachers, students preparing for, 219.

Teeple, George L., faculty member, 54; becomes first secretary-treasurer of New Hampshire College Scientific society, 150.

Telephone Line, in Durham, early, 142.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

Tennant, James B., on committee to investigate will, 93.

Tennis, becomes important, 229; added, 260; Tennis Association, 155; merges with Athletic association, 157; Tennis Courts, before 1903, 157.

Ten-Weeks Course, first offered, 128; in dairying, 1903-1912, 185.

Texas Experiment Station, 165.

Textile School, suggested, 174.

Thackeray, lecture on, offered by Professor Scott, 130.

Thayer School of Civil Engineering, Dean Pettee, a student in, 38; buys Experiment station building, 97.

Theatres, Motion Picture, opened in Dover, 226.

Thesis, requirement of, modified, 174; of candidates for advanced degrees, 292.

Theta Kappa Phi, 245, 257; Theta Upsilon, 299; Theta Upsilon Omega, 256; Theta Chi, 189.

Thomas, William Hervey, 251.

Thompson, Benjamin, agricultural background, 6-7; biography, 85-87; benefactions of, 85-87; will of, 87-95; will of, cited in controversy, 114, 121; hay crops of, 177; Thompson, Charlotte, librarian, 179-180; Thompson, Denman, 160; Thompson, Ebenezer, grandfather of Benjamin Thompson, 84; Thompson, John W. E., 87, 88; Thompson, Lucien, quoted on his uncle, 85-87; on terms of will, 93; as trustee, 167; gift to library, 210-211; Thompson, Mary P., terms of will, 94; library of, given to library of college, 211; Thompson, William Hale, contests will, 94; Thompson Barn, stock housed in after fire, 139; Thompson Estate, assets of, 136; Thompson Fund, first payment from, 182-183; Thompson Hall, of first group constructed in Durham, 98, 99; commencement in 1893, 100; Caverno's store opposite, 142; 1894-1902, 142; first baths and lockers in basement of, 155; women's physical education, move from, 184; Extension service moved to, 286; Thompson House, is used by college, 103; burns in 1897, 141.

Thornton Hall, in 1868, 15.

Tickle Point, bridge from, 83.

Tilton, Charles E., offer of, 77; proposal of, acceptance advocated by Mr. Stinson, 79; mentioned by *New England Homestead*, 92.

Titsworth, Bertha E., 238.

Toasts, offered at first Alumni meeting, 66.

Tobacco, concerning student aid, 62; use of forbidden holders of scholarships, 201.

Toles, First Lieutenant T. M., of medical corps, 243.

Tom Thumb Coach, 267.

Tontine, 16.

Topliff Hall, on site of Conant Hall, 31; annex to Hallgarten in back of, 32.

Torrey, Prescott, 225.

Tower Tavern, 141.

Townsend, Mabel E., appointed registrar and associate librarian, 171.

Track, before 1903, 157; 1903-1912, 199; interest in increasing, 228; Track Meet, sponsored by Alumni, 1911, 185-186.

Traditions, 1903-1912, 201-203.

Train Wreck, near college shops, 176.

Training Detachments, work done by, a problem, 264; Training Schools meet in Durham, 288.

Trees, essay in *Culver Literary Journal*, 44; Trees, 18 planted for college gold star men, 254.

Tremblay, Joe, 244.

Trimmer, Florence, registrar, 171.

Tri State Contests, 300.

True, A. C., author of *History of Agricultural Education*, 3; at dedication of Morrill hall, 166.

Trustees of Dartmouth, appoint first trustees of New Hampshire college, 12.

Tucker, Charles H., 43; Tucker, James W., 239; Tucker, W. J., President, mentioned, 108; present size approached during his administration, 33.

Tufts, James A., as trustee, 168.

Tuition, in 1890, 61; increased, 1920-1921, 264; Tuition and Fees, income of increased, 268; Tuition Grants, 295.

Turner, Jonathan B., proposal, 6.

Turnpike, first in New Hampshire, 84.

Tuttle, Governor Hiram A., signs bill of acceptance, 93; signs bill removing college, 95; Tuttle, Lucius, receives honorary degree, 206; Tuttle, President of Boston and Maine railroad, 176.

Twombly, C. W., 156.

Two-Year Course in agriculture, 1895, 130-131, 278; in agricultural and industrial engineering, 212; Two-Year Students, possible discrimination in Leach bill, 121, 122.

## INDEX

### U

Union Club, changes policy of serving meals, 221.  
United Fraternity, a model of Culver Literary society, 43.  
Unity Club, plays New Hampshire college in basketball in 1901, 157.  
University Council, 294; University Day, 263, 294; University Extension, early steps toward, 130; University Field House, built, 284; University History, Scott, 283; Pettee, 285; University of Illinois, Mr. Gibbs, 165; University of Maine, dedication of Lewis fields precedes football game with, 284; participates in Tri-State contests, 300; University of Maryland, 5; University of New Hampshire, 254; charter of, 267; University of New Hampshire Fund, 271-272; University of Vermont, carnival at, 259; participates in Tri-State contest, 300; University Senate, organized, 294.  
Utopian Club, 1903-1912, 193.

### V

Vacations, to coincide in all schools, 52.  
Valentine Smith Scholarship, 295.  
Vermont, many students from, 34.  
Veterans of Foreign Wars, 254.  
Village Improvement Society, set out trees in 1901, 160.  
Visitors, of Chandler school object to first contract, 13.  
Visual Education Service, 288.  
Vocational Detachments, history, 241-247; Vocational Units, numbers trained, 241.

### W

Wade, Senator, introduced Land Grant Bill in Senate, 8.  
Wadleigh, John, 9.  
Wagon Storage Shed, built, 242.  
Walker, Horton D., 9; Walker, Joseph B., member of special committee to draw up bill to incorporate a land grant college, 2; appointed on first board of trustees by governor and council, 12; quoted on inventory of college in 1868, 16-17; letters from President Smith, 18; quoted on John Conant, 29; quoted on visit of Conant to Hanover, 30; quoted from memorial sketch of Dimond's life, 31; on committee of legislature, 75; at hearing, 93; at dedication of Morrill hall, 166.

War Department, offers to sell work of training detachments, 264-265; War Gardens, committee of food production concerned with, 240; War of 1812, 84.  
Ware, B. P., 126.  
Warner Farm, of Benjamin Thompson, 85, 87.  
Wason, Edward H., as trustee, 168; Wason, George A., on first Board of Control, 56; as trustee, 167.  
Water, company developed early by Whitcher, 103; Water Supply, in Hanover, 28; 1893, 101, 210; Water System, in Durham, 141, 279; built, 283.  
Waters, President Henry J., of Kansas State Agricultural college, 206.  
Watson, Robert, 247.  
W. E. D., organized, 192.  
Webster, Daniel, plough of, at dedication of Culver hall, 26; exhibited at World's Columbian exposition, 105.  
Weed, Clarence M., lectures in Summer School, 1894, 125; lectures at Institute course in 1894, 126; sponsors Biological society, 151; resignation of, 170.  
Wellfleet Radio Station, 227.  
Wellman, Justin O., appointed director of Summer School, 292; death of, 292.  
Wentworth, Cy, 260.  
Wentworth Hall, in 1868, 15.  
West Point, founded, 4; football game with, 260.  
Weston, Governor, speaks at dedication of Culver hall, 26; Weston, Senator William, 271.  
W. H. A., organized, 150; accused of being socially ambitious, 192.  
Wheeler, William P., member of investigating committee, 9; appointed on first board of trustees of New Hampshire college by governor and council, 12; at dedication of Culver hall, 26; speaks at dedication of Culver hall, 31; agreement made with Conant concerning scholarships, 32; death of, 44.  
Wheelock Street, 15.  
*When to Cut Corn for Ensilage*, one of the first four bulletins of Experiment station, 58.  
Whitcher, George H., appointed first director, 50; becomes faculty member, 54; on first board of trustees and first director, 56; represented college in Institute tours, 57; plan of research outlined by, 58; on Q.

## HISTORY OF UNIVERSITY OF NEW HAMPSHIRE

T. V., 61; wins first prize in essay contest, 65; officer of Alumni Association, 66; speaks before Farmers' council, 95; directs building of Nesmith hall, 99; water system of, 101; constructs several houses in Durham, 102; attends convention in New Orleans, 104; presents definite pro-agriculturist view point in opposition to Murkland, 123; builds present Lambda Chi Alpha house, 139; six houses in early 1890's besides those built by, 140; has rooms for rent, 146; on first executive committee of New Hampshire college Scientific Society, 150; plays in first college orchestra, 152; captain of baseball team which played on town meeting day, 156; selects canning demonstrators, 238; on committee on food production, 239; on school gardens committee on food production, 239.

Whitcher-Petee Water System, served much of Durham, 141.

White, F. A., 66.

White, Jack, 244; White Mountains, population shift to, 83; *White Pals Stock Company of New York City*, 244; White's Boston Octette, 227.

Whitman, Frederick W., 171.

Whitney, William C., 33.

Whittemore, E., 66; Whittemore, Gertrude, 179; Whittemore, S. B., on building committee, 55; on first board of control, 56.

Whist Club, 195.

Whoriskey, John, 195; Whoriskey, Richard; active in helping students in Athletic association, 155; chairman of committee on lecture course, 175; treasurer of gymnasium fund, 176; brother of Mrs. Annie Morgan, 235; addresses mass meetings to stimulate conservation and production, 237; in charge of division of cooperative agencies, 239; speaks at field day, July 4, 1918, 245; gives informal talk to men of the training detachment, 245.

Wiggin, Mrs. George T., matron of Thompson house, 141.

Wildcats, mascots, 302.

Wilder, Marshall P., leader in movement for land grant colleges, 6; corresponds with Benjamin Thompson, 86.

Will, original of Benjamin Thompson, 7.

Willand, Pitt Sawyer, 251.

Williams College, carnival at, 257; Williams, George B., 167; Williams, George H., 296.

Wilson Club, not organized, 194; Wilson Library, constructed, 42; Wilson, M. C., leader of county agents in Extension service, 237; Wilson, W. Ross, as faculty member, 170; county organizer and on public safety committee, 237; Wilson, Woodrow, 229.

Winant, Governor John G., 271.

Wing, between Commons and Fairchild proposed, 267.

Winter Carnival, at Dartmouth, 225; sponsored by Forestry Club, 258; Winter Sports, added, 260, 301.

Wireless Club, early equipment of, 227; revived after war, 258.

Wiswall Paper Mill, privilege of, 101.

Women, courses for, hoped-for addition to college, 123; proportion in student body, 219; in old college of Agriculture and Mechanic Arts, 266; sponsors of R. O. T. C. battalion chosen for military ball, 263; Women's Athletic Association, reorganized, 261; Women's Commons, proposed in Congreve, 269; Women's Dormitory, Smith hall built, 180; Women's League, reorganized, 223; Women Students, general course introduced for, 54; first 63-65; shortage of, 149; rules of, 193; training for war work, 236; 1919, 256.

Wood, chopped by faculty and students for use of the college, 234.

Wood, Albert, hired as assistant superintendent of farm, 56.

Woodbridge, S. H., 100.

Woodman Garrison House, mentioned, 103.

Woods, Kathryn E., 216.

Woodward, C. M., 66; Woodward, Karl W., 213.

Worcester Polytechnic Institute, dual track meet with announced, 157; Reed accepts position at, 170.

Works Progress Administration, 280, 283.

World War, 207-208; influence of, 230-231; declaration of, 231; first formal action of N. H. C. in regard to, 235.

World's Columbian Exposition, Daniel Webster plow exhibited at, 105.

Wright, Irwin O., 43.

Writer's Conference, 293.

## INDEX

### Y

Y. M. C. A., meeting of choral society after prayer meeting of, 151; organized on campus, 162; activities 1903-1912, 195-196; emphasizes rural social work, 228; builds hut during World War, 246; activities, of, 259, 300.

Y. W. C. A., branch organized on campus, 228; pays salary of hostess, 246; activities of, 259, 300.

Yacht Club, 298.

Yale University, compared with state colleges, 219.

Young, Charles A., 23.

Young, H. P., 237.

*Your Life's Work*, 196.

### Z

Zeta Epsilon Zeta, organized, 140, 148; gives reception, 150; lease Ballard hall, 139; mentioned, 189; becomes S. A. E., 222; Zeta Room, taken by Delta Xi as chapter room in 1903, 109.

Zoology, department of, 286.



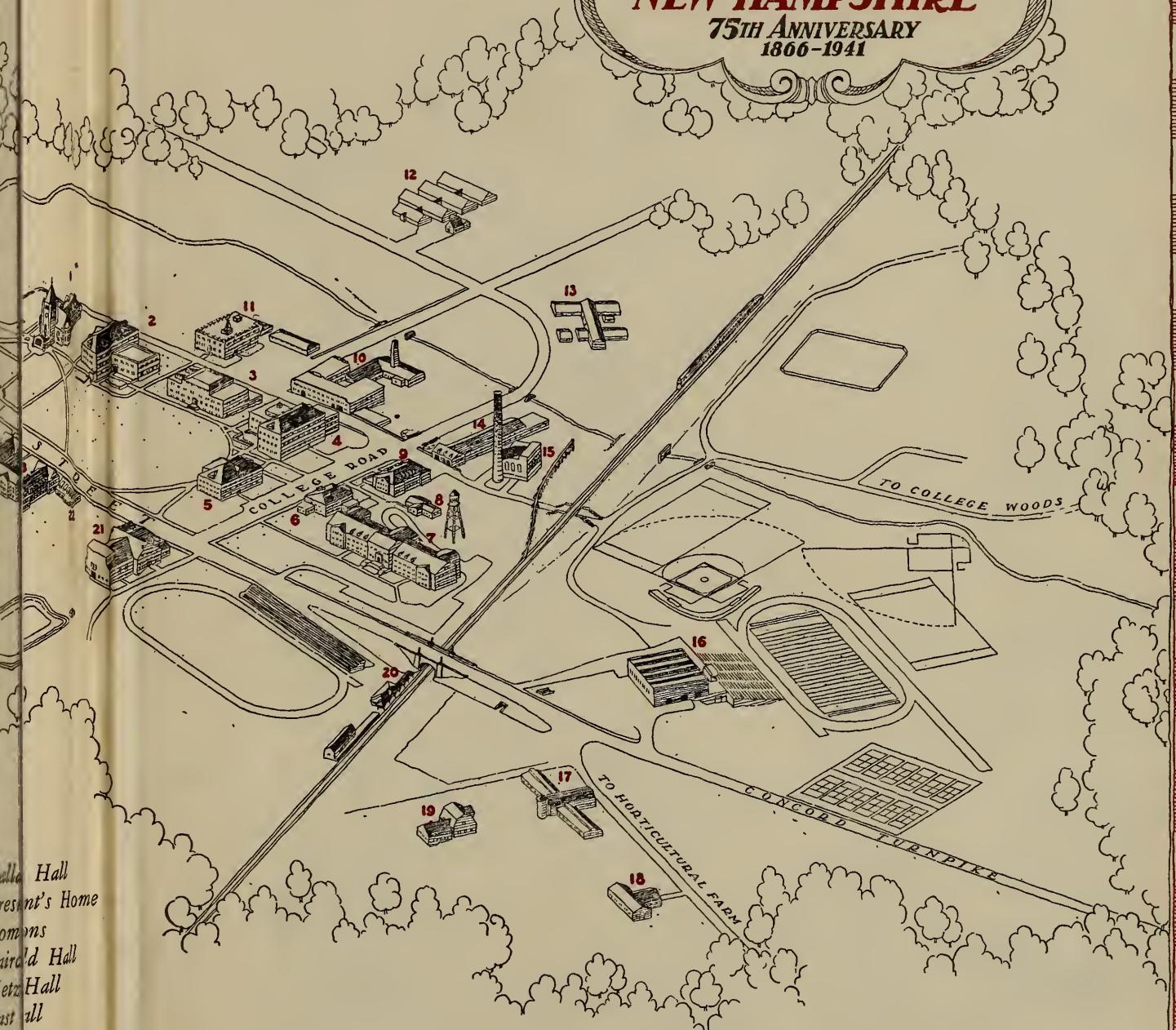




## LEGEND

1. Thompson Hall
2. Murkland Hall
3. DeMeritt Hall
4. James Hall
5. Morrill Hall
6. Dairy Building
7. Nesmith Hall
8. Nutrition Lab.
9. Pettee Hall
10. Shops Buildings
11. Conant Hall
12. Greenhouses
13. Poultry Plant
14. Fire Station & Shop
15. Power Plant
16. Field House
17. Livestock Barn
18. Racing Commission
19. Piggeries
20. B&M Station
21. New Hampshire Hall
22. Faculty Club
23. Congreve Hall
24. Scott Hall
25. Smith Hall
26. Crafts Cottage
27. Home Management
28. Ballard Hall
29. President's Ho.
30. Commons
31. Fairchild Hall
32. Hetzel Hall
33. East Hall
34. West Hall
35. Hood House
36. Hamilton Smit.

CAMPUS  
**UNIVERSITY OF  
NEW HAMPSHIRE**  
75TH ANNIVERSARY  
1866-1941



elle Hall  
resident's Home  
ommons  
aird Hall  
etz Hall  
est Hall  
West Hall  
ood House  
ammon Smith Library

LIBBY & GOVE  
DELINEATORS

